



Positive Behaviour Management Policy

April 2024

To be reviewed annually

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A culture for positive behaviour requires deliberate creation
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Rationale

Behaviour is central to all learning and development.

Good behaviour is a necessary condition for effective teaching and learning to take place, but most importantly in creating an environment where children learn empathy, consideration, emotional intelligence, and self-awareness. Nurturing connection and strong relationships with both peers and staff members directly influences children to ensure self-regulation and limits poor behaviour. As a result, pupils can learn, flourish and be responsible for their actions and learn from their actions where necessary. Just like safeguarding our children, positive behaviour management is 'everyone's responsibility'. Our priority is for every child to feel safe and secure in our environment.

At Roundwood Primary School, we see every child as unique and important. We strive to develop the whole child and for them to reach their full potential by using restorative practice and positive reinforcement to create a happy, enriching, and purposeful learning environment. Children are respected as individuals and all achievements are celebrated.

Purpose

To promote an ethos where:

- Agreed social and learning expectations are established and acted upon fairly and consistently
- Children share in trusted and respectful relationships with staff and peers
- Positive behaviour and effort are encouraged, rewarded, and used as a model for others to follow
- The environment and property are respected and pride in the school and each other is nurtured
- Negative attitudes and behaviour are dealt with promptly and appropriately using a restorative approach
- Children are encouraged to understand that they have a responsibility for their own actions and that their actions affect others
- Children take ownership of their actions and with help, repair any damage caused because of their behaviour
- All practitioners are involved in the process of promoting high standards of behaviour
- All impermissible behaviour, child on child abuse and sexual harassment is investigated immediately with intervention and support put in place to ensure a safe environment for all
- Parents and carers are informed of behaviours that require additional intervention and support

Leadership and Management

Central to our ethos is the culture set through Leadership and Management. Leaders ensure that all practitioners are implementing this Policy through high and consistent standards. Regular training is carried out both in house and using outside agencies to ensure our practice is up-to-date and effective. Leaders share current guidance, both local and national, with all practitioners. Behaviour is included on staff and governor meeting agendas to ensure it is constantly reviewed and to make sure all staff and

governors are aware of any trends and actions required as a result.

Learning and Social Expectations

To share our expectations with children, we have developed a set of learning and social behaviours that we promote in school. These are useful when promoting positive behaviour and actions as we can explicitly share what expectation the child has met. We also use them within restorative conversations so children can be accountable for which expectation they have not met. These are used in conjunction with our school values of: responsibility, respect, honesty, happiness, courage, resilience, and curiosity.

Our five Learning Expectations:

1. To listen
2. To join in
3. To let others learn
4. To follow all instructions
5. To meet our school values

Our five Social Expectations:

1. To show respect and care for ourselves, each other and the environment
2. To show consideration and empathy towards others
3. To consider our actions and the impact on others
4. To always tell the truth
5. To ask for help from those around us

STEPS approach

All practitioners are trained in Steps. Steps is not an acronym but the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

The essence of steps is developing a culture which promotes and develops positive behaviour along with trusted relationships, which is driven by the leadership and management at school.

Crisis management

In the context of behaviour management, a crisis is linked to harm which can come from the behaviours of the children. Harm can be to self, to others, to property, or loss of learning.

How we support

- **Before a crisis:** promoting positive behaviours through daily intervention (Step on)
- **During a crisis:** managing harm or the risk of harm through planned intervention (Step up)
Emergency intervention: common law
- **After a crisis:** reflecting, repairing, and restoring

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Behaviour management in schools begins with our choices as adults and our behaviour as professionals.

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A response Continuum

All staff reflect continuously to ensure they are proactively considering their responses to children to encourage them to become self-regulatory. They use a response continuum to identify where their current behaviour practices may sit. It is designed to support analysis of effective practice and to challenge and move away from practices which may be described as either unhealthy or lazy (See Appendix A).

Internal vs external discipline

At Roundwood primary school, we promote the use of internal discipline which is associated with teaching behaviour. Internal discipline is created when individuals internalise 'what and why' rules and 'ways to behave'. This internalisation leads to ownership of behaviour, responsibility, self-discipline, and self-regulation. Ownership is key to long-term success.

We teach behaviour through:

- Building positive relationships
- Explicit teaching methods
- By being positive role models
- Consistent practice
- Using scripts and positive phrasing
- Establishing routines
- Giving explicit specific praise and rewards

External discipline is associated with controlling behaviour whilst we limit this form of discipline; it can be necessary at times to keep individuals safe.

Inclusion for all

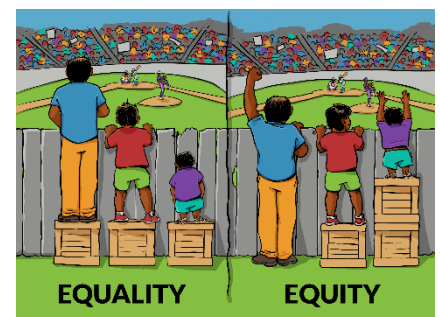
Providing an inclusive setting does not mean that all children should be treated the same; it means the unique skills and abilities of each child should be recognised and developed accordingly which is what we set out to do at Roundwood Primary School.

Consistent practice

As a school, we ensure consistency by having:

- Shared beliefs and values as seen in our rationale
- Shared agendas as seen in our purpose
- Shared actions
- Shared responses

Having a consistent approach and response to behaviour ensures 'certainty' and 'predictability' for children. This helps to establish safe and understood boundaries around behaviours. It also helps to empower everyone 'to get it right' and embeds an understanding that we all have a responsibility to get it right.



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Children learn better when they have an emotional attachment to the person imparting information or knowledge.

Our Success as an educator is more dependent on positive, caring, trustworthy relationships than on any skill, idea, tip, or tool.

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Building relationships

At Roundwood primary school, we believe that sharing in respectful and trusted relationships is the key to everything; holistically and academically. *Children learn better, when they have an emotional attachment to the person imparting information or knowledge*, Carson (2008).

We build relationships through:

- Active listening
- Being interested in children's interests
- Being present and in the moment
- Being consistent
- Ensuring children's basic, psychological and self-fulfilment needs are met
- Promoting and praising positive behaviours
- Helping children to navigate and repair negative behaviours

Acknowledging positive behaviour and self-regulation

We aim to promote positive behaviour in school by giving children a range of achievable rewards that help to celebrate and encourage all. Examples of positive behaviour and self-regulation will be highlighted and used as a model for others to follow. Rewards and positive praise help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self - esteem.

Rewards – EY and KS1:

- Positive praise
- Emotion buttons and sleeves
- Recognition board
- House points
- Stickers, punchcard & prize
- Certificates and badges via marvellous me app

Rewards – KS2:

- Positive Praise
- Stickers
- Recognition board
- House points
- Certificates and badges via marvellous me app

Each class will have its own system to reward good behaviour and work which is personal to the class teacher. This will differ year on year according to the age and need of the cohort. All staff play an important role in maintaining good discipline at playtime and lunchtime and will reward accordingly for positive behaviour.

Tools we use to support behaviour

- Restorative conversations – (see Appendix B)
- Needs and Feeling cards (See Appendix C)
- Reflection time
- Assemblies / PSHE lessons with a behaviour focus
- Opportunities to repair behaviour
- Roots and Fruits sheet – to identify experiences, feelings, and behaviours – (see Appendix D)
- Positive Intervention Plan – (see Appendix E)
- Guidance from outside agencies such as the PRU to upskill practitioners
- Behaviour Tracker (see Appendix F)
- Behaviour Chart (See Appendix G)

Tools we use to help monitor behaviour

- CPOMS log
- Behaviour analysis
- Communication in SLT / Teacher and TA meetings
- Feedback to Governors

Conscious versus Subconscious behaviour

Conscious behaviour is behaviour that is the result of thought or planning whereas subconscious behaviour is evident without any thought or planning. Practitioners at Roundwood School will consider this when dealing with behaviour and will reflect *how the behaviour serves the individual*. It is important to be able to recognise the difference between both behaviours, and this helps to prevent a default setting of 'they did that on purpose' and unhelpful blame. This then helps us to consider the best response to the behaviour and support everyone according to their needs.

Conscious example:

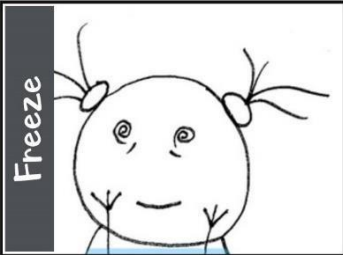
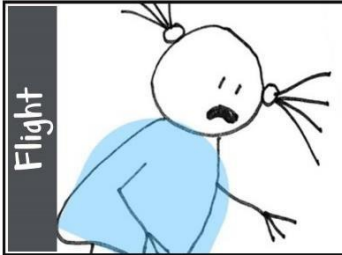
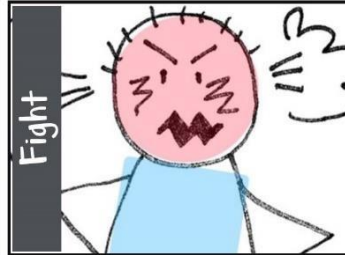
An individual who uses disruption when faced with a challenging task may choose to shout out continuously, if they believe it will serve them by being taken out of the lesson.

We will work hard to observe and recognise this and work through what the child is finding difficult, to support them appropriately.

Subconscious example:

An individual who has been exposed to an uncomfortable experience may have feelings associated to this experience which can be triggered by an event, sound, smell, or comment. This may lead to a subconscious response which could include Fight, Flight, or Freeze.

We will work hard to be mindful of potential triggers and limit these where possible.

		
- Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted	- Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables	- Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful

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Words are the main currency of our trade

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Responding to behaviour

At Roundwood Primary school, we use positive phrasing and scripts to ensure consistency amongst practitioners, to motivate children and to acknowledge and promote all the positive choices they make.

Positive phrasing:

- Thank you for not running.
- Thank you for sitting quietly.
- Hands up if you know the answer.
- Kind words are used here, thank you for remembering this.
- Take some time in your quiet place

Phrases we use to ensure open choice:

- What do you want to do?
- Would you like to go inside?
- Would you like to put your coat on?
- Who would you like to work with?

Limited choices to redirect behaviour:

- We can talk here or outside in the fresh air.
- Sausages or jacket potato for lunch.
- Put the table in the box or on the table.
- Start your work with words or a picture.
- Take the blue bucket or the yellow bucket, you decide.
- You can sit on your own or with this group.

Disempowering the behaviour:

- You can listen from there.
- Come back into the room when you are ready.
- That is an interesting idea, thank you for sharing.
- I can hear you are passionate about that.
- Ask for help if you need it. I am happy to help you.

De-escalation principles

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a get out – using positive phrasing

De-escalation script:

- Child's name, I can see something has happened
- I am here to help
- When you are ready to talk, I will listen
- Take a few moments.
- We can talk here or outside in the fresh air.

Further scripts we have developed to ensure consistency

If you come across a child in crisis on the playground /corridor:

- Use Individual's name, label feeling

Amber, I can see something has happened and you feel upset, sad, angry, frustrated

- Reassure

I am here to help you

- Prompt

When you are ready to talk, I am here to listen

- Give time and return if necessary

If a child makes a poor choice – promote a time they self-regulated:

Positive opening – factual:

- *I have noticed that you have not started your work yet*

Refer to specific rule or instruction:

- *You know how important it is to be 'ready' to start work. Your job is to start the task.*

Label the consequence:

- *I do not want you to have to complete this task at lunch time.*

Share a positive:

- *In Maths you made a fantastic start and completed 10 questions. That is what I need to see now. Thank you*

De-escalating body language

As well as using positive phrasing and scripts, at Roundwood Primary school practitioners will use de-escalating body language to ensure children feel relaxed and safe in our presence.

This includes:

- A good distance
- Sideways stance
- Leaving the door open (unless a conversation can be overheard by peers)
- Relaxed hands
- Managed height

Restorative practice

Restorative practice encourages all children to be responsible for their behaviour and repair any damage caused through their actions whether this is through disrupting learning or a disagreement with a friend. In doing so, the root causes of conflict and challenging behaviour are addressed and intrinsic motivation to act out of care for one another is cultivated.

Along with restorative practice, positive reinforcement enables us to model and praise productive behaviour and motivate through success and rewards. This applies to both social and learning behaviours.

At Roundwood Primary School, we use a set of restorative questions that allows for consistency and enables the individual to reflect on their actions and the impact caused to others. Restorative questions ensure that children can identify their feelings and needs and can move forward learning from the behaviour and actions demonstrated.

Restorative Questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- How could you do it differently next time?
- What needs to happen for the damage to be repaired?

Restrictive intervention and restraint

Although it is exceedingly rare for staff at Roundwood Primary school to physically intervene or restrain, we are protected to do so and have undertaken local authority training to do this safely and effectively.

Restrictive and restraint principles:

- It is used as a last resort
- It is used only in response to a foreseeable or actual harm
- It is least intrusive (use of minimal force necessary)
- It is used for the least amount of time
- It is recorded and reported to parent/carer

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Any form of restraint that is carried out is recorded on CPOMs under the category managed move.

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Why attempt to crush behaviours with punishment when you can grow better ones with love?

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Consequences

At Roundwood Primary school, when negative behaviour occurs, we believe in two types of consequence: protective consequence, which is the removal of a freedom to prevent harm, and educational consequence, which is the learning, rehearsing, or teaching so the freedom can be returned.

Protective consequences include:

- Increased staff ratio
- Limited access to environment and/ or peers
- 1:1 member of staff in social situations
- No transport via school minibus / car
- Parent/carer to support on trips and visits
- Differentiated teaching space
- Behaviour Chart implemented
- Suspension
- Permanent Exclusion

Educational consequences include:

- Completing tasks
- Rehearsing expected behaviours
- Restorative chats and meetings
- Assisting with repairs
- Taking part in interventions

When a child receives a consequence, it will be fully discussed with them, during a restorative conversation and recorded, to ensure they understand why they have received the sanction and can articulate how it will help to repair the negative behaviour demonstrated and assist them and others to move on.

Parent communication

The relationship we share with parents and carers is essential in supporting our approach towards positive behaviour management. We do not believe in contacting home for every negative behaviour demonstrated as we believe in giving children the right to correct their behaviour and repair any harm done. In trusting that children can develop self-regulation and learn from incidents, they will trust in our management of the incident, and the hope is, it is less likely to occur again.

However, if children show an impermissible behaviour such as swearing, physical behaviour, bullying, cyber bullying, child on child abuse, prejudice based and/or discriminatory behaviour we will immediately contact all parents and carers, of the individuals involved, to inform them of the incident and the intervention in place to manage this. It may also be necessary for parents and carers to come into school and meet with the Headteacher. Please read in conjunction with our anti bullying policy.

In the event of an individual receiving three or more behaviour incident forms within a half term, we will also contact parents and carers to discuss planned interventions, which may be detailed within a Positive Intervention Plan to ensure adequate and appropriate support is in place. This does not include impermissible behaviour or child on child abuse and sexual harassment, as contact will be made immediately.

Child on Child Abuse & Sexual Harassment

At Roundwood Primary School, sexual violence and/or sexual harassment will not be tolerated. All practitioners will challenge all inappropriate behaviour between pupils and ensure they understand the severity and impact of their actions. No actions or comments will be passed off as banter as we are aware of how this can lead to the normalisation of an unsafe environment for pupils. Parents and carers of all children involved will be made aware immediately, and we will share our planned interventions of how we will support moving forward.

Suspension & Permanent Exclusion

It is sometimes necessary to exclude individuals as a way in which to manage behaviour and any interventions required. This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Where this consequence is necessary, we will follow the guidance below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Children that have had a period of suspension will be invited to attend a reintegration meeting with the Headteacher, or deputy Headteacher in Headteacher's absence, to ensure a risk assessment is carried out and appropriate intervention and support is in place for the pupil to return.

Alcohol, Drugs and Smoking

Drugs and smoking are always prohibited from the school site. This is the same expectation for staff, parents, and children. If smoking is seen on the site this will be dealt with by the Headteacher or teacher in charge. If drugs are evident on the site, or any individual is believed to be under the influence of drugs, then the Headteacher, or teacher in charge, will deal with the situation under the guidance of the police.

Alcohol is also prohibited from the school site daily. Should alcohol be on the site, or an individual is believed to be under the influence of alcohol, this will be dealt with by the Headteacher or the teacher in charge. There are exceptions to this for events such as the school fete, but this will have previously been agreed with the Headteacher.

Searching and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Headteacher, Deputy Headteacher both senior teachers Mrs S Hall and Mrs C Kent and Mr L Webb have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- mobile phones;
- smart watches;
- I-pads;
- any article that the member of staff suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- vapes
- fireworks;
- pornographic images

If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the behaviour policy to ensure consistency of approach.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff will always explain why they are carrying out a search, what they are looking for and how they will carry out the search so the pupil can make an informed decision.

Where possible, pupils will be searched by a member of staff who is the same sex, and a witness will be present unless the staff member deems that there is risk of serious harm if the search is not carried out immediately.

For any search that takes place the member of staff conducting the search and witness will complete a record of the search via CPOMS. Record will include:

- the date, time, and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken because of the search.

The parents/carers will always be informed when a search of a pupil has been undertaken.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the behaviour policy for which a search can be made or
- is evidence in relation to an offence.

For more guidance, please see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf