



Positive Behaviour Policy

Our vision is for children to become independent, motivated learners and responsible citizens.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a pupil is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupils in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupils
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

To achieve this, our core values are at the heart of everything we do and our positive behaviour policy upholds promotes these, with every staff member responsible for modelling and actioning it.



We expect all members of our school community (children, parents / carers & staff) to be **honest** with others and themselves. Self-reflection is imperative to positive learning behaviours. We know that **positivity** and **determination** underpin how children become resilient individuals and embrace challenge. We expect that everyone in our school community supports each another to overcome difficulties and challenges, in order to progress and grow. Every individual at Wickford Primary School must show **respect** towards others and their journey to success, supporting them wherever possible. Talking and expressing ourselves is vital to show **democracy** and working together successfully as one community. Each child and adult is unique and is enabled to show **individuality** in their own way within our **rule of law**, demonstrating positive behaviours throughout our school.

Honesty	• We tell the truth • We know our strengths & weaknesses • We take responsibility for our actions
Positivity	• We look for the good • We always try our best • We try new things
Determination	• We keep trying • We aim high and expect to be challenged • We learn from our mistakes
Respect	• We care for everyone • We are polite and friendly • We treat everyone fairly
Democracy	• We decide together • We listen to others & share ideas • We help each other
Individuality	• We believe in ourselves • We ask questions and have our own ideas • We celebrate differences
Rule of Law	• We follow the rules • We share & take turns • We are organised and ready for learning

A Relational Behaviour Model

At our school, we adopt and use the relational behaviour model which is the approach from Trauma Perceptive Practice (TPP). The following table explains how it is applied

Behaviour is something to	interpret
Children	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

It is everyone's responsibility to remind and support children where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Promoting Positive Behaviour

Staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtime

Greet with positivity - e.g. *welcome, good morning & smile*

Use pupil names

Use of humour *where appropriate*

Respectful & politeness – *thank you*

Personal interest – *make a connection*

Positive language – *“walk thank you” (don't run)*

Respond to appropriate behaviour – *“great listening”*

Have a calm presence – *eye contact, even tone, slow pace*

Consistent use of rewards (as outlined in this policy)

Non-verbal – power of the 'pause'

Scan – be aware

Manage transitions – classroom organisation

Modelling appropriate behaviour

Clear boundaries / expectations
Consistent routines
Check for Understanding
Give pupils choice
Ensure positives outweigh negatives

Class Rewards

Celebration claps, positive, **public praise**, stickers and class DOJOs are awarded to pupils demonstrating our school values.

Classes also have immediate, daily rewards such as Star of the Day, medals and certificates or Tidy Table cups.

Lunchtime staff award raffle tickets which are converted into class DOJOs.

When a class achieves an agreed number of class DOJOs, the whole class receives a Rainbow Treat – this is a 30-minute agreed activity such as playtime on the field, arts & craft, singing

Celebration Assembly takes place weekly to celebrate personal achievements (birthdays @ LS) and track class DOJO achievements. The pupil who earns the most DOJOs each week is awarded a certificate.

Headteacher Awards

These are awarded in a whole school assembly on the last Friday of each month (Rainbow Friday). Children come to school wearing colourful accessories to celebrate out school values and teachers nominate one pupil from their class to receive the award who has been an exemplary role model of our school values.

Any behaviour that falls below the expectations of our school (e.g. disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure that children know we are still there, and we recognise their effort and any changes they have made.

Viewing behaviour as a learning process

We accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. All staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using **restorative approaches**. Such processes do not shy away from using consequences, such as loss of privileges where logical; they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process, we use four questions (Think It Through Appendix 2):

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in

our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behavior (SMART thinking, social stories)
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Always remember: Praise in public, reprimand in private.

Level	Unexpected Behaviour	Possible Consequences
1	- calling out - distracting others - interrupting - not engaging in learning - ignoring instructions - running in school - walking around noisily	Verbal/visual reminder of expectations. Move to a different location in the room.
2	- failure to meet expectations for second time within same session - failure to complete work - inappropriate physical contact - pushing, tripping	Private discussion with child. Reflection during break or lunchtime with own class teacher.
3	- persistent failure to meet expectations - disrespectful comments - back chatting or rudeness - swearing - leaving classroom - causing deliberate damage to school property	Removal from room / situation to year leader (to avoid persistence). Reflection during break or lunchtime with year leader. CT text to inform parent/carer. Record on class record sheet. 3 or more L3s within same week – meeting with CT & parent/carer. Record on Smoothwall. (See appendix 4 for converssion prompts.) Persistent L3 – meeting with phase leader & parent. Record on Smoothwall.
4	- continued failure to meet expectations in year leader's room - bullying - harmful behaviour - discriminatory language / behaviour - causing significant, deliberate damage to school property	Phase leader notified and child removed from class / situation. Reflection during lunchtime with phase leader - restorative approach followed. Parents notified by telephone or face-to-face meeting. Record on Smoothwall.
5	Continued high-impact behaviour.	Outcome will be personalised based on previous behaviour, severity, response from pupil: - withdrawn or changes to timetable (isolation). - fixed-term suspension

Top Tips for staff: ✓ Minimal verbal (3-4 words) ✓ Private dialogue ✓ Deal with the primary behaviour (problem) not the pupil or secondary bhvrs ✓ Be aware of body language and the messages it gives ✓ Respond calmly, consistently and positively. ✓ Listen with empathy	<i>All children start every day afresh ('on the rainbow').</i> <i>At lower school, children's names may be momentarily taken off the rainbow as a visual reminder of our school values & expected behaviour.</i> <i>Children must be moved back onto the rainbow quickly and always before the next lesson.</i>
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Supporting Children with Additional Social, Emotional and Mental Health Needs

We acknowledge that some children will have, at times, additional needs. We recognise that children may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these pupils, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

Personalised Behaviour Plans

Class teachers, together with parents and the senior leadership team, will create a plan to support pupils to change their behaviour. Pupils will contribute to the plan and create the success criteria / rewards.

Parents/carers will meet regularly with the class teacher to discuss progress.

Learning Mentor works alongside a range of children to develop pupils' self-esteem and build confidence through our 7 core values.

Appendix 1:

CLASS
dojo

Winner of the week

.....

I am honest
I am positive
I am determined
I am respectful
I am democratic
I am individual
I follow the rules

Date Signed



CLASS
dojo

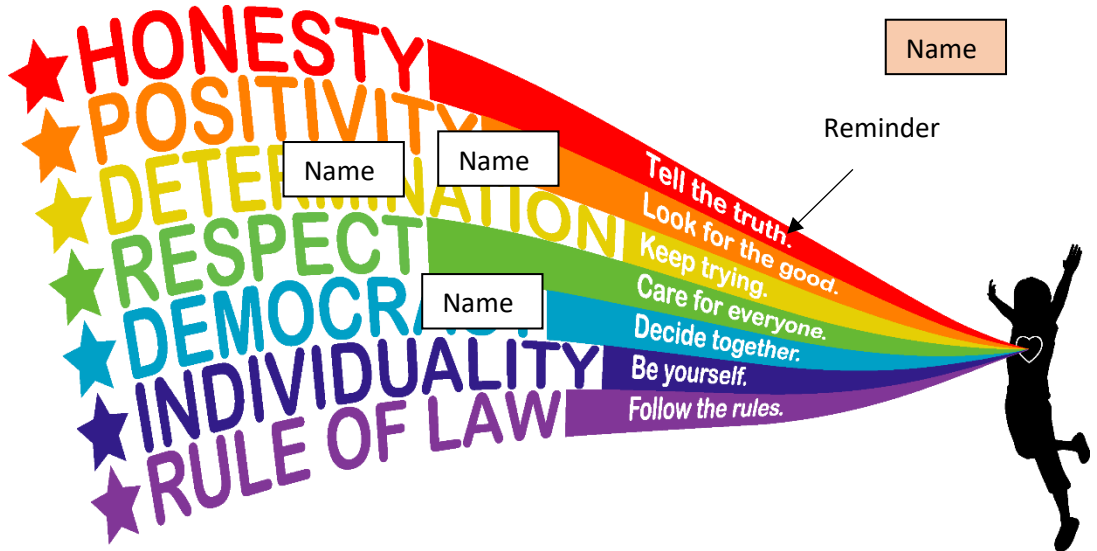
We had our Rainbow Treat

TODAY

I am honest
I am positive
I am determined
I am respectful
I am democratic
I am individual
I follow the rules



Rainbow Wall Chart (LS)



Name

Name

Name

Name

Reminder

Tell the truth.

Look for the good.

Keep trying.

Care for everyone.

Decide together.

Be yourself.

Follow the rules.

Appendix 2

I feel . . .



sad



angry



scared



shocked



THINK IT
THROUGH

What happened . . .

Can you explain why?.



What to try next time

- Laugh it off
- Talk about it
- Ask for help
- Ignore it
- Apologise
- Something else

What I need to do now . .