



'Welcoming everyone, building foundations, leaving no-one behind.'

# Positive Behaviour Policy

| Policy Creation & Review       |                |
|--------------------------------|----------------|
| Author(s)                      | Lucy Clark     |
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## Positive Behaviour Policy

|                       |                    |  |              |
|-----------------------|--------------------|--|--------------|
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## Statement of Intent

Our overarching ambition at Laddingford St Mary's CofE Primary School & Nursery is to create an inclusive school where children's behaviour is not managed but is modified so that they become citizens that contribute positively to the communities they live in. The culture of the school, the conduct expected and the community it creates is the responsibility of everyone: the teachers, support staff, the pupils and families. We are all on the same team. Everyone has an obligation to create and nurture a positive and kind environment where we are all safe, all ready to learn and are respectful to ourselves and of others by being responsible for our actions.

We strive to ensure that our children are happy and safe and this runs through everything we do.

Our approach to teaching positive behaviour recognises the importance of supporting children's personal and emotional development and we understand that building relationships, routines and high expectations are of utmost importance to help ensure children are safe, both physically and emotionally. Positive behaviour is modelled, taught and retaught to ensure this is achievable for all.

## Purpose and Aims

- To provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, ethnicity, social, cultural or religious background.
- All pupils, staff, and visitors are free from any form of discrimination
- To create a community where everyone is welcome, feel a sense of belonging and take responsibility for their actions and words
- To work together in a supportive way, with the main focus not be on rule enforcement, but the promotion of positive relationships

- To foster positive relationships between all stake holders, but especially families, ensuring they are informed of any incident, and solutions are achieved in partnership
- To reduce and eliminate exclusions

We encourage positive behaviour, high self-esteem and a positive ethos by:

- Establishing well-defined expectations within the school environment, including within classrooms and on the school playground
- Ensuring all children are treated fairly and equally
- Acknowledging efforts and achievements of children both in and out of school
- Valuing children's opinions and contributions through daily collective worship, celebration assembly, class discussions and other school events
- Providing opportunities for children to celebrate their achievements, be proud of themselves and their school
- Including children in the development of their own school by listening and responding to their suggestions and developing pupil voice
- Explaining reasons for any sanctions
- Being aware of individual need and circumstance to make an informed decision on praise and sanction.

*'Behaviour management that seeks to punish a child into behaving well will only work for the proportion of students who care about the punishment and have the skills to change their behaviour independently.'*

*Paul Dix*

### **Roles and Responsibilities – What do we expect?**

Laddingford St Mary's recognises that all stakeholders have roles and responsibilities.

#### **Everyone is responsible for:**

- Being positive role models
- Creating a calm and well-ordered environment for teaching and learning and promoting and taking pride in our school
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Demonstrating mutual respect and tolerance towards the entire community

- Recognising bullying and unkindness if it occurs and taking the necessary steps immediately dealing with unacceptable conduct in a constructive manner (see Anti-bullying policy)
- Consistently promote pro-social behaviour 'treat others as you would like to be treated'
- Facilitating learning about relationships and behaviour

#### **What do we expect from our Governors?**

- To uphold our positive behaviour policy
- To monitor and evaluate the effectiveness and impact of the policy

#### **What do we expect from the Senior Leadership Team?**

- Promote a positive school ethos
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school
- Effective monitoring and reviews of behaviour teaching throughout the school
- Recording and monitoring of incidents, taking steps to ensure they do not reoccur
- Regular training, on a whole school basis and for individuals as part of the school's induction process and relating to individual's training needs

#### **What do we expect from staff?**

- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Prioritise strong, kind, trusting relationships between staff, children and their parents/carers. Being in support of the child rather than against, with the core belief that when people feel better, they do better.
- Expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.
- Teach all children to be aware of the Zones of Regulation (see appendix 2) and how to recognise and develop strategies to move within them.
- Ensuring there is effective supervision of pupils at all times

- To create a class charter which will permeate to whole school practice which will be reinforced every half term and whenever necessary

### What do we expect from our parents?

- To follow the parent code of conduct
- Accept, contribute towards and support the school's positive behaviour policy
- Accept responsibility for the conduct of their children and offer encouragement or sanctions when appropriate.
- Liaise about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attend meetings when requested.

### What do we expect from our pupils?

- Follow school rules and guidelines
- Become increasingly responsible for the school environment and their own learning and behaviour
- Take responsibility for their actions and know the sanctions they will have if these do not align with the school's policy
- Show respect to themselves and others
- Take pride in their learning, actions and appearance
- Value the opinions of others

## Rules

Be Ready



Be Respectful



Be Safe



### Be Ready

Children and staff are ready to teach and learn, their equipment and resources are ready, they are in a good frame of mind.

### Be Respectful

We are proud to be part of Laddingford St Mary's. We look after ourselves, our school and the environment.

### Be Safe

We move around the school calmly using 'wonderful walking', we listen and follow

instructions and use a 'reset' if and when we need it.

## School Values



### Love

At Laddingford, our school value of love means to be kind and inclusive, showing care and understanding to everyone.



### Peace

At Laddingford, peace means to be respectful, calm, confident and responsible.



### Joy

At Laddingford, joy means to be a team-player, to have fun, to be resilient and achieve excellence in all that we do.

## Recognition

The staff at Laddingford St Mary's recognise that positive encouragement and recognition promotes positive behaviour in learners and helps raise self-esteem. Wherever possible, it is our intention to promote prosocial behaviour through the public and private recognition of what is expected. Wherever appropriate, children's best efforts will be recognised.

### Meeting & Greeting

We believe that consistent expectations and routines create a calm environment for children. Our school day begins with a calm start. The gate is opened at 8:40 and every child is greeted by a member of the Senior Leadership Team. They are then met with a second personal greeting at their classroom door and welcomed into the classroom. At this point, calm music and a focused task such as individual reading, a Clever Fingers activity or retrieval task is set for children to complete independently. This calm and positive first interaction sets the tone for the day and ensures the wellbeing of every child is checked prior to the school day starting.

### Wonderful Walking

The expectation set to ensure our children are 'Ready, Respectful and Safe' is that they move calmly around the school. Wonderful walking is a visible consistency set for all pupils and staff. Adults model and recognise wonderful walking around the school.

### Positive Praise

At Laddingford St Mary's we pay 'first attention to best conduct'. Specific verbal praise and feedback is given immediately, "I have noticed the way you..." rather than identifying negative choices "stop running". This directs attention towards the positive rather than

negative choices.

## Recognition Boards

A photograph of every child in each class is framed on their class recognition board. Also on this board are our school values 'Love, Joy and Peace' and their definitions. To reinforce a visual way to recognise positive behaviour, as soon as children are seen demonstrating a school value, a 'values token' is displayed on their photo frame. This is a collaborative strategy.

*The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day, the aim is for everyone to have their name on the board.*  
Paul Dix

Value recognition is allocated to children who are demonstrating the desired value. Tokens are never removed within a school day. Peer responsibility is emphasised throughout every lesson. It is not a competition between children, rather a whole class helping everyone achieve their name on a value. Once everyone has achieved this, children receive a 'values' strip that they are able to share with their parents/carers.



The value recognition board is refreshed at least daily depending upon the age of the children and appropriate context.

## Positive Conversations/Calls

Staff members have regular conversations with parents/make calls home when children have shown special effort that day. We believe that praise should be shared regularly with parents so they too, celebrate with their child.

## Over & Above

Wherever possible, each week, at least one child from every class is awarded a positive postcard from a member of the senior leadership team. This is to celebrate a child that has gone over and above within the week. If necessary, a copy of work will be sent home attached to the positive postcard.

## Values Award

Values certificates are awarded in addition to our whole school Proud Celebration each Friday. The class teacher is expected to share a few words to celebrate the child's achievement / recognise the demonstrated value during the celebration. Children can achieve a value award more than once throughout a school year. Pupils can be nominated by their peers and staff members for showing our core values consistently through the week.

## Strategies to Promote Positive Behaviour

### **Inclusive Classrooms**

At Laddingford St Mary's, all classrooms are calm and inclusive. All classrooms are designed to enable all children to achieve success.

All classrooms have:

- A visual timetable
- Sensory support systems (wobble cushions, fiddle tools, sand timers)
- Regular movement breaks
- A calm reading area
- Zones of regulation prompts

### **Prep for Best**

During transitional times of the school day, children are given an opportunity to 'prep for best'. This includes, having a drink, going to the toilet, regulating their temperature, preparing equipment. This ensures they are ready to learn, but in turn, supports their understanding of their personal needs to ensure they are able to learn at their best.

### **Calm Cabin**

The Calm Cabin is a space in school where our children can develop skills to support successful inclusion in the classroom and wider spaces of the school, including the playground. Children can access the Calm Cabin for check in's / transitional support / a place to reset before returning to the whole class setting.

The Calm Cabin is always supervised by an adult, either a member of the Senior Leadership Team or a well-being mentor and is always open, including during break and lunch times. Not all children will use this space, but all children can.

### **Restorative Approach**

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons.

### **Protective Measures for pupils with SEND**

Some children need a greater and more proactive approach to enable positive behaviours; often, but not always, these children have SEND. It is vital that staff members are fully aware

of:

- The needs profile of the child
- Their 'triggers'
- The importance of positive conversations
- The importance of time

Every child with SEND has their own pupil passport, these are shared with all staff at the beginning of each term and are located within a file in the child's classroom. These are actively shared with visiting adults so they are aware of the protective measures needed to ensure these children are successful.

## Interventions

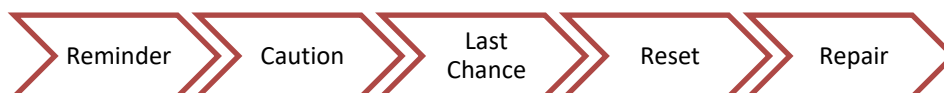
Intervention groups are set up on a needs-basis. Children who require specific support with social skills will be invited to join such group.

## External Support

We work closely with outside agencies to seek advice and increase the level of support available for a child if necessary.

## Sanctions

At Laddingford St Mary's, we employ a range of sanctions in order to support our children to demonstrate the expected, positive behaviours. The majority of our learners are able to work within our framework, however, some of our learners have personalised plans to ensure their needs are met.



### Reminder

A reminder of the school rules, 'are you being ready, respectful and safe?' is given, delivered privately if possible. Reminders are repeated if reasonable adjustments are necessary. Pre-empt where possible by giving positive reinforcement. If necessary, at this point, eye contact, a frown or closer proximity to an adult may be necessary.

### Caution

A clear verbal caution delivered privately, where possible, making the pupil aware of their behaviour and clearly outlining the consequences. The phrase, 'Think carefully about your next choice' will be used.

### Last Chance

Speak to the child privately and give them a final opportunity to engage. Offer a positive distraction/choice and refer to previous examples of good behaviour. Use the 30 second script (see appendix 3). It is appropriate to ask the child to 'stay behind for 2 minutes' at this stage.

### **Reset**

A reset is a 5 minute period outside of the classroom, in the 'calm cabin'. This acts as a few minutes for the child to calm down, breathe, and compose themselves.

### **Repair**

This may be a quick chat or more of a formal meeting. In all circumstances, children will be expected to complete a reflection form (see Appendix 4).

In the case of more serious 'dangerous' behaviour, more serious sanctions will be put into place.

### **Internal Exclusion**

If a pupil fails to engage in any of the above sanction cycle and this then has a negative impact on their learning or the learning of others, or has committed a more serious or dangerous offence in school, the Senior Leadership Team may choose to impose an internal exclusion. This would be a half-day or an agreed timescale away from the child's class and playtimes and with minimal adult interaction. The pupil would carry out learning within this time and be given a break at a time different to other pupils. Parents/carers would be informed by telephone call & letter.

### **Suspension**

A suspension would be given under the following circumstances:

- Physical assault against a pupil or adult
- Verbal abuse and threatening behaviour towards a pupil or adult
- Use of, or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist or sexist abuse
- Abuse relating to disability

See DFE 'Suspension and Permanent Exclusion for Maintained Schools, Sep 2023' guidance for further detail.

A suspension involves a child being excluded from school for a short period of time, up to a maximum of 5 school days. During a suspension, a child should be supervised at home and should not be out in the community. Where allowing, and if the learner is appropriately regulated and able to do so, the educational consequence (closing the loop) will take place

on a day before the learner returns to school from the suspension. We ask the parents/carers to accompany the child for a reintegration meeting to close the loop with the most appropriate member of staff. In this meeting we will set targets for the child and decide ways in which we can help the child to meet these targets. We are also aware that often behaviour requiring a serious consequence such as suspension has a wide impact. Where this is the case, we provide 'support to be successful' for other pupils and staff.

## **Permanent Exclusion**

If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts themselves or others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child. If parents / carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

## **Child on Child Abuse**

At Laddingford, we have a zero-tolerance approach to child on child abuse.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that Child on Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the anti- bullying policy, child protection policy and online safety policy.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. We recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: - *"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."*

Further information on Child on Child abuse and the protocols surrounding it can be found in more depth in our safeguarding policy.

## Use of Mobile Phones

Mobile phones are not encouraged on the school site as they can be very distracting to teaching and learning. However, if a pupil brings a mobile phone into school, for reassurance on their journey to and from the school, then it must be switched off and remain in the school office. Failure to meet these expectations will result in the device being removed from the pupil's possession, stored in a safe place to be collected at the end of the school day by a parent/carer.

The school takes no responsibility for the pupil's personal possessions, such as mobile phones. If such an object is lost, the school will conduct a brief investigation in an attempt to find the lost item.

## Policy Monitoring

As part of the Education Endowment Foundation (EEF) Implementation guide we will monitor the behaviour policy by adopting a practical set of strategies, organised into phases: explore, prepare, deliver and sustain.

### Explore

Prior to the introduction of the policy, an implementation plan was created and two model schools were visited. This ran alongside all governors and staff studying a 'recommended read'.

### Prepare

The policy was written in line with the recommended read and the evidence gained from school visits. The draft policy was presented to governors and also a working party of various stakeholders, including governors, staff and parents. Comments were taken on board, the policy was adapted and then ratified by governors. A child friendly version was created.

All staff developed 'Classroom Charters' with their new classes. This is in line with the RSHE Jigsaw scheme used by the school.

### Deliver

The policy was shared with all staff during INSET. The child friendly policy was shared with all children over a series of assemblies for the first week of each term.

### Sustain

As part of our monitoring schedule, staff, pupil and parent voice is gathered. The Behaviour and Attitudes Governor also completes a series of monitoring visits each year, this coincides with the Behaviour Working Party where the group consider stakeholder voice alongside a summary of reported behaviour incidents. This is an opportunity to make any necessary changes to the behaviour policy.





## Appendix 1 – Pre-emptive Stage for Behaviour Management

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and embedded in everyday practice around school:

- Teach/use clear classroom routines: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.
- Build the relationship: listen without giving advice/opinions, show you understand how a child feels “I can see you are cross....”, reject the behaviour, not the child.
- Build children’s self-confidence: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition such as: “I like the way you put your hand up to answer the question”.
- Behavioural direction and “take up time”: Use child’s name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thank you, keep direction brief: “Jake, turn around, thank you”
- Use “First...then...”: This keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Chunk tasks (verbally and visually): “Write the date and the first sentence - I’ll come back to check in with you in 5 minutes”.
- Be consistent, insistent and persistent. Remember that building a positive relationship is fundamental.

## Appendix 2 – Zones of Regulation

Zones of Regulation will be visible at the front of each classroom.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| <b>Blue Zone</b><br>Sad<br>Bored<br>Tired<br>Sick                                 | <b>Green Zone</b><br>Happy<br>Focused<br>Calm<br>Proud                            | <b>Yellow Zone</b><br>Worried<br>Frustrated<br>Silly<br>Excited                    | <b>Red Zone</b><br>overjoyed/Elated<br>Panicked<br>Angry<br>Terrified               |

This will be referred to regularly and at the beginning of the year, each class will create its own 'toolbox' – what this looks like, depends upon each year group. Children are reminded to use the toolbox when they feel dysregulated.

# \_\_\_\_\_ 's **Toolbox**

| Blue Zone Tools   | Green Zone Tools  | Yellow Zone Tools   | Red Zone Tools  |
|---|---|---|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

### **Appendix 3 – 30 Second Script**

“I notice you are... (factual behaviour), you are not showing me that you are being (ready/respectful/safe). You have chosen to (owe me 2 minutes of your own time/speak to another teacher/have reset). Do you remember when you (remind of something positive that links to behaviour)? That is what I need to see today. Thank you”

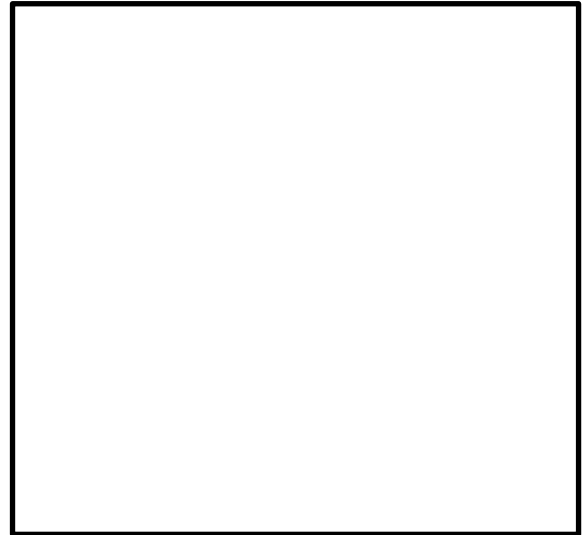
### **Restorative Questions**

If possible, have this discussion side to side rather than face to face (much less threatening), and provide a distraction, e.g. snakes and ladders, colouring

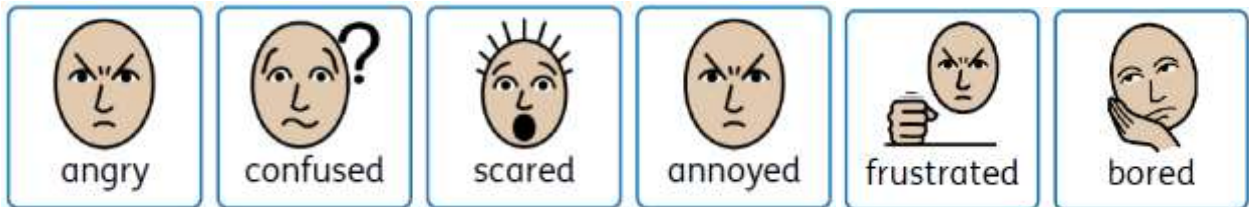
1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make (other person) feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, what could you do differently?

# Reflect and reset

What happened?



How were you feeling?



What was the impact of your choice?



I feel sad



Others feel sad

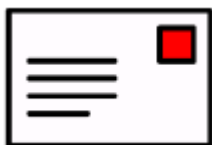


I stopped myself  
from learning



I stopped others  
from learning

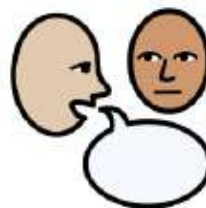
What can you do to make it right?



Write a sorry  
letter



Finish my work



Say sorry



I have an idea

The image features a central scroll with a cream-colored background and a red border. At the top center of the scroll is the school's logo, which is a circular emblem containing a church building and the text 'Laddingford St Mary's Church of England Primary School'. The scroll is surrounded by several colorful, anthropomorphic jigsaw puzzle pieces with faces and arms. An orange piece is at the top left, a brown piece is at the top right, a blue piece is on the left side, a purple piece is on the right side, a pink piece is on the left side, a red piece is on the right side, a blue piece with glasses is at the bottom left, and a green piece is at the bottom right. The text on the scroll is as follows:

**The Jigsaw!® Charter**

At Laddingford we are **ready, respectful** and **safe**.

We look after ourselves, each other and our school environment.

We move around the school calmly using 'wonderful walking'; we listen, follow instructions and 'reset' if we need to.

Our school value of **love** means to be **kind** and **inclusive**, showing **care** and **understanding** to everyone.

Our school value of **peace** means that we are **respectful, calm, confident** and **responsible**.

Our school value of **joy** means we are **team-players**. We have **fun**, we are **resilient** and we **achieve excellence** in all we do.