Truro and Penwith Academy Trust

Blackwater Community Primary School

Behaviour and Positive Relationship Policy

Blackwater Community Primary School

Policy agreed:	September 2022
Renewal Date:	September 2023

Rationale:

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour and Positive Relationships Policy.

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.' British Educational Research Journal 2013.

We are proud to be a Trauma Informed Schools (TIS). For us this means that we aim to have TIS approaches at the core of our whole school ethos and across our setting.

Aims:

We aim to enable pupils to experiences challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become enthusiastic and independent learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school. Who are 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.

This policy's aim is to foster an environment where every member of the school community feels valued and respected, happy, safe and secure.

The school aims to:

- *Provide consistency in our approach to understanding and managing behaviour.*
- *Ensure high standards of behaviour are in place, allowing all learners to make good progress.*
- *Foster a partnership between all members of the school community to promote high expectations of behaviour.*

In our school, all behaviour is understood as a form of communication and poor behaviour is understood to result from an unmet or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour.

Trauma Informed Schools (TIS):

TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during less structured interactions such as break and lunchtimes. These times enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognised that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool (Motional) for tracking change over time for individual children.

Addressing early emotional development needs builds resilience, decreases the risk of mental illness, prepares the children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

Our TIS space, The Rainbow Room, along with the Wild Area, is our hub for this provision and offers supportive programmes for pupils in a variety of ways across the school day.

Approaches for developing positive behaviours:

- *High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;*
- *Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.*
- *Use of Motional snapshots (termly) and the Motional Online tool to enable a strategic response to individuals and therefore plan next steps.*
- *Clear programme of PSHE (Personal, Social, Health Education) through SCARF to provide rice opportunities which are part of all areas of school life and learning.*
- *Encouraging children to manage their feelings and separate feelings and actions to enable thinking to take place between the two.*
- *Enable children to take responsibility for themselves and their actions in age appropriate ways.*
- *Reflect on incidents (where behaviour choices that are against our agreed expectation) as an opportunity for learning, both for pupils involved and for adults planning next steps.*
- *Where need is identified, for structured, tailored, group and individual programmes, create activities and outdoor learning to be incorporated into learning plans.*
- *Any plans of action are agreed and shared in working partnership with parents and carers.*
- *Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.*
- *Pupils need to know explicitly what behaviour is expected in different circumstances.*
- *The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.*
- *Using fixed term internal or external exclusions may be used as part of our positive behaviour approach.*
- *Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.*

- *We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.*

Behaviour Practices and Procedures

We strive to be an emotional literate school, with our everyday practice informed by an applied knowledge of neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn,

'Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learner's brain. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.' (Lynne Gerlach / Julia Bird 2006)

High Five of Learning Behaviours

This image is displayed in every classroom and around the school to support the children understanding our learning behaviour expectations of the school. Our High Five is used when supporting children understand the rules, but also when celebrating their behaviours in assembly or around the school.



Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should be a welcoming environment.

Classroom practice

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations.

In our school, we use the 'Class Dojo' system to recognise and reward good behaviour choices of examples of our HIGH FIVE learning behaviours: safe, achieving, responsible, respectful, determined.

It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school. ***Points once earned are never removed.***

Classroom rules:

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standard of behaviour.

Rules should:

- be kept to a minimum

- be positively stated, telling the children what to do rather than what not to do.

- actively encourage everyone involved to take part in their development.

-have a clear rationale

- be consistently applied and enforced.

- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

Social time rules:

During break and lunchtimes, all adults work in partnership to model, reinforce and support all the expectations. Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social time provision has the following aims:

- to develop social skills,

- to have the opportunity to interact, build tolerance and inclusion.

- for the enjoyment of positive play.

- to be healthy - to have fresh air, exercise and the opportunity to relax.

- for the opportunity to explore and play with adults and peers in a less structured, positive environment.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicitly in descriptive praise and providing reward as reinforcement.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than the failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

We use a range of rewards including:

- *Verbal feedback and praise*
- *Non-verbal feedback e.g thumbs up, smile, pat on the shoulder.*
- *Dojo points*
- *Citizen and Learner awards.*
- *Above and beyond award.*
- *Wild worker award.*
- *Work of the Week award.*
- *Half termly trophies for achievement.*
- *Stickers*
- *Recognition in the newsletter*
- *Use of social media e.g. Facebook.*
- *Certificates and prizes for reading.*
- *Additional playtime*

During lessons, whole class feedback approach is used, which recognises different children each day for fantastic behaviours for learning and effort in class.

Sanctions

It is important that all behaviour is recognised as communication and yet, when necessary, a developmentally appropriate sanction may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

In lessons, a teacher will follow a procedure for dealing with disruptive behaviour in lessons:

***Verbal reminder** - the adult will remind the child of the school rules, expectations and link to the HIGH FIVE.*
***Second reminder** of the school rules followed by a reminder to think carefully about their next step.*
*A **quiet conversation** with the pupil about their behaviour and a reminder of the positive behaviour that they have previously demonstrated. This will be followed up by a short conversation at the end of the lesson. Children will be given an opportunity to change their behaviour before further sanctions are applied.*

<u>Use of a sanction</u>

The following are examples of responses that can be used if a child is disruptive during lessons. As previously outlined, the choice of sanction given by the adult will consider a child's emotional development and any known specific needs.

***Moved to another area in the class.** The child is moved away from distractions and given the opportunity to follow instructions and complete their work.*

Moved to a quiet space. *The child is moved to a different classroom for a change of face and environment to support making the right choices.*
'Time in' with a trusted adult. *The member of staff speaks to the child to explain why the behaviour does not meet the school's expectations. It is important that the same adult supports during this time at play to work through any support needed.*
Reflection Time. *If more time for reflection is need, the Headteacher has additional time at lunchtime to discuss the actions taken and takes a restorative approach to support the child through this challenging time. If a child is in Reflection Time twice in a week, the Headteacher discusses the child's choices with parents to make sure they are supported.*

It is important for young children to still have time to play, so they playtime sanctions will be used sparingly when managing the behaviour of EYFS and KS1 children.

If a child's behaviour is the cause of greater concern or the above approaches do not work, the following options will be considered:

A ***meeting with parents*** *to discuss ongoing concerns regarding a child's behaviour. The severity and frequency of incidents will be shared and next steps discussed.*
Internal exclusion *to remove a child from their classroom for a limited time period relative to the incident or repetition of incidents, measured in hour increments.*
External exclusion *– all decisions to exclude are serious and only taken as a last resport or where the breach of the school rules is persistent or serious. It is the school's intention that any fixed term exclusions will be of the shortest time deemed possible, with the intention to re-group and adapt provision for the pupil that will support the pupil in a slightly different way for them to be successful in the future. Any exclusions will be discussed with the Director of Education at TPAT prior to decision.*
Reduced timetable *– continued fixed term exclusions may lead to a reduced timetable for the child if it is our belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full-time education as soon as possible. This will be discussed and agreed with the parents prior to its instigation and reported to the local authority. A clear review date will be identified.*

The following is a list of DfE examples where more serious sanctions may be required. Please note that we will always make reasonable adjustments for all pupils with SEND to fully support them in meeting our behaviour expectations.

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

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. The school keeps a comprehensive record of concerning behaviour using CPOMS. All appropriate and documents are completed for any child who is excluded for a fixed-term, or who is permantently excluded. It is the responsibility of the Local Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Summary

It is Blackwater Community Primary Schools' aim to support children, as a whole-school community and as individuals, in making positive choices in their behaviour by outlining accepted boundaries and teaching children about the outcomes of their actions. We look to foster a happy, nurturing and supportive environment, and develop a strong sense of community in which everyone is valued and has the right to be safe and learn.

Thinking of a child as behaving badly disposes you to think of a punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.' The Gottman Institute

Those people responsible for Behaviour and Positive Relationships Policy in this school are:

Mrs. Evey Evison – Headteacher

Behaviour Governors – Garrick Royle and Vicci Vaughan