

King Edwin Primary & Nursery School



Positive Behaviour Policy V.2

Introduction

At King Edwin Primary School and Nursery every member of the school community is valued and respected. We are a caring community, whose values are built on mutual trust and respect for all.

We believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment. Our **Positive Behaviour Policy** is based on the principle of assertive discipline, i.e. that individuals are in control of their actions and can choose to act and respond in certain ways, however we also recognise that it is our role to educate and support children on how to show positive behaviours, working closely alongside parents and carers to achieve this aim.

In line with our **High 5 Values**, we believe that all adults and children in school should :

- **Make Good Choices** – demonstrating positive behaviours that align with our school ethos of growing, learning and achieving together
- Show **Respect** – showing respect for each other, ourselves and ensuring that this value is at the heart of our daily conduct as a ‘KingEdwinner’
- Demonstrate **Excellence** – strive for excellence, whether this be from an academic, sporting, behaviour or any other perspective
- Show **Determination** – showing a determination to succeed, evolving and growing as individuals; learning from mistakes and making better choices even when it may seem difficult to maintain such behavioural discipline
- Embrace **Creativity** - Creativity is encouraged as it helps children express themselves in constructive ways, contributing to a positive school atmosphere. By valuing creativity, children build their self-esteem; they feel valued and respected, which in turn promotes individual growth

Rationale

The foundations of this policy are built firmly on the values of the school and distinctly incorporate the educational research from several sources:

- *‘When The Adults Change, Everything Changes’, Paul Dix*
- *‘Restorative Practice’, Mark Finnis*
- *‘Improving Behaviour’, EEF*
- *‘Behaviour in Schools: Advice for headteachers and school staff’ DfE, 2022*

In addition, several statutory documents guide this policy including:

- *Education Act 1996*
- *Education Act 2002*
- *Education and Inspections Act 2006*
- *Health Act 2006*
- *The School Information (England) Regulations 2008 - Equality Act 2010*
- *Voyeurism (Offences) Act 2019*

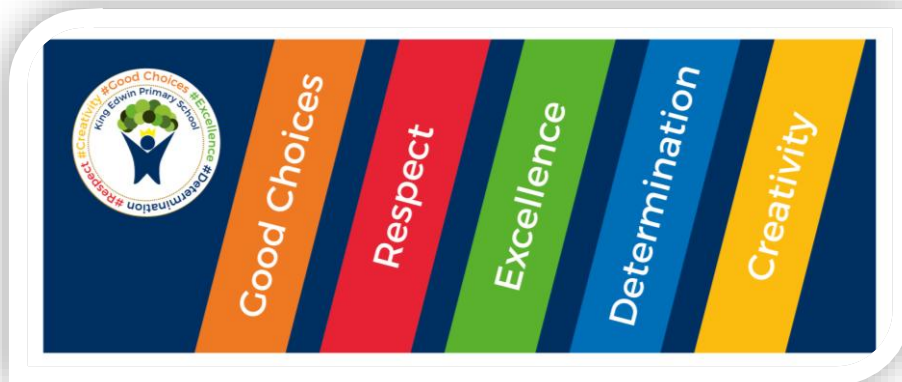
- *'Use of reasonable force' DfE, 2013*
- *'Special educational needs and disability code of practice: 0 to 25 years' DfE, 2015*
- *'Mental health and behaviour in schools' DfE, 2018*
- *'Sexual violence and sexual harassment between children in schools and colleges' DfE, 2021*
- *'Keeping children safe in education 2022', DfE, 2022*
- *'Searching, Screening and Confiscation: Advice for schools' DfE, 2022*
- *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' DfE, 2022*

What are our aims?

At King Edwin Primary School we aim to maintain a positive and supportive school environment where children are expected but also recognised for high standards of behaviour. All points of view are heard before making any judgement concerning undesirable behaviours. A positive and supportive school environment is created at KEPS where children are given recognition for positive behaviour choices but equally afforded the opportunity to make a **'fresh start'** if undesirable behaviour has occurred.

KEPS Positive Behaviour Policy

Our school values act as guiding principles across KEPS and they are generically interpreted in age appropriate manner to support the development of positive behaviours in school. Our 'High 5 values' are very much used as a starting point for any discussion surrounding behaviours demonstrated by the children and these values enable personal growth of our 'KingEdwinners'.



Rights and Responsibilities

Everyone in school has the right to be treated with fairness and respect. We expect children to show respect to adults and vice versa. We also expect children to show respect to each other, as we do adults to other adults. We ask that adults and children listen to other people's point of view with respect. Children will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.

Everyone in school has the right to learn. We will not allow children to disturb or interrupt other children's learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated.

Everyone in school has the right to be safe. We insist that children do not act in a physically detrimental or harmful way towards each other. We teach children that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response and will be dealt with on the same level as the initiator.

Discrimination is never acceptable. The school *does not tolerate any form of discrimination*, be it in on the grounds of race, gender, sexuality, age, religious beliefs or any other reason. If any form of discrimination occurs, it must be dealt with immediately by the staff member who witness or was first alerted to it. The specific details are recorded using CPOMS.

Consistency for all - No one person is responsible for behaviour. It is the responsibility of every single member of the community. By dealing with incidents directly, all staff are seen by the children as equal. Consistency in approach is absolutely fundamental to the success of this policy. Ignoring or passing on an incident is never acceptable.

Five Pillars of Effective Behaviour

In exploring behavioural theory, Paul Dix describes ‘Five Pillars’ of an effective behaviour policy (Paul Dix, 2017) These pillars support the theoretical implementation of our positive behaviour policy

PILLAR 1 - CONSISTENTLY CALM ADULTS

EEF recommendation 1 - Know and understand your pupils

EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

EEF recommendation 6 - Consistency is key Adults’ behaviour

All staff at KEPS act in a firm, friendly and fair manner to all children.

Children need certainty from the adults. When sat on a rollercoaster, the first thing we do is push the safety bar but we do not want it to move. Children can be like this with adults. They will test the boundaries and expectations but they want the adults to be constant and secure. We ensure this consistency for the children.

Children do not naturally know how to behave. They are taught this within the community of home and school. Adults model every behaviour we wish the children to demonstrate. If we are not modelling what we want the children to learn, we are teaching them something else. We cannot criticise a child for shouting, if we as adult are shouting at them or each other.

We need to teach and reteach behaviours many times. This will be taught through daily class check-ins and in lessons and involve the whole class team - teacher, TA and MDS where appropriate. When speaking to children, we always maintain a professional approach.

Building Relational Capital – The KEPS High 5

Staff at KEPS show consistency and kindness. All Staff aim to build a relationship which each child and build ‘Relational Capital’ with them (Finnis, 2021). We know simple things, such as greeting, paying attention and showing we care, all build Relational Capital with the children. When needed, it is easier to challenge a child when we have this relationship capital “in the bank”. We plan the first step into the school to be a positive one each day.

A key element of our KEPS Relational Capital involves the initiation of the **KEPS High 5** . This simple action offers an appropriate form of physical interaction and encourages social connections, belonging, acknowledgement and overall positive emotions.

We greet every child as they enter the school through the gates; we meet and greet children in the corridors at their class door. This is not just supervising, but an opportunity to build this relational capital. Welcoming the child by name, asking questions about them or small things like complimenting a new haircut all supports preparing for effective learning.

PILLAR 2: - FIRST ATTENTION FOR GOOD CONDUCT

EEF recommendation 3 - Use classroom management strategies to support good classroom behaviour

High Quality Inclusive Teaching is key for encouraging children to enjoy school and build these positive relationships with adults. We aim for our curriculum to make sure that children are hooked into learning. When planning, we must think of three key questions to make learning engaging so children are eager to be part of the learning.

As part of our KEPS curriculum, we explicitly teach children what effective Learning looks like. We regularly advertise the behaviours we do want to see and recognise those children displaying the school's values. This needs to be consistent across the school. Our values stickers are intrinsically sought by children without additional extrinsic reward. They also act as a conversation prompt when celebrating value demonstration.

Reinforcing good behaviours at KEPS is integral to our success. Positive verbal feedback is the most common way of giving children feedback on good effort or behaviour by children.

Recognition certificates are awarded each week to specifically recognise demonstration of any school values observed. This is universally celebrated by all KingEdwinners.

A simple message home through a postcard, certificate, text or call is a great way of recognising and recognising positive behaviours and building **Relational Capital**. Staff at KEPS pay particular attention to developing good 'home to school' links where parents and school work in tandem to support the development of our KingEdwinners.

Working with the children is paramount. Support for children needs to be effective whilst building the child's own abilities to self-regulate. We need to make sure we are working with pupils. It is an important part of teaching the children how to ensure their behaviour meets the schools expectations.

PILLAR 3 - RELENTLESS ROUTINES

EEF recommendation 4 - Use simple approaches as part of your regular routine

As well as being consistent across the school, each class is its own team and so the class teacher, TA and MDS are always consistent and follow the agreed procedures within their group. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.

Whole school consistent routines are deployed across KEPS. This includes calm walking, talking and communicating where members of staff model the expected behaviours.

Partnerships with parents builds stronger relational capital. Parents are the child's first educators and have an equal part in their learning. It is important to connect with parents from the outset and share successes. This makes any difficult conversations easier if they are needed. Routines at home and school are shared carefully to enable positive structures that further support positive behaviours. All staff make themselves available at the classroom door to connect with parents and collaborate effectively.

PILLAR 4 - SCRIPTING DIFFICULT CONVERSATIONS

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

When supporting children, we are proactive to their needs and not reactive to their behaviour. Where needed, adults will have an agreed pathway for a child on how to support them. In order to encourage good behaviour, staff will ensure that positive behaviour is acknowledged and praised as much as possible. Positive comments should outweigh negative comments e.g., "Well done, what wonderful sitting", rather than "You all need to sit down and sit still".

When a child displays inappropriate behaviours, we need to make the intervention to correct this as short as discrete as possible. We aim to use a brief '30 second intervention' where possible and use agreed scripts with the children. We move to the child, give the instruction, and then move away. We use the least intrusive approach possible and aim to allow effective learning.

When intervening with a child, we need to focus on the impact on the relationships and others. We use "I words" with children to keep the focus on the Relational Capital rather than simply state rules.

When maintaining effective Learning, we all use the same types of scripts.

- "[NAME], you are... [NEGATIVE CHOICE]. This means that... [IMPACT ON LEARNING]. We need you to...[POSITIVE CHOICE]. Thank you."
- "I feel disappointed when you interrupted the class as we had discussed how things were going to be different."
- "I was worried when you left the room as I did not know where you are."
- "Johnny was sad when you snatched the bike as he was enjoying riding that."

Stages of Behaviour Intervention

The following stages outline the approaches all staff take in dealing with any inappropriate behaviours. In some incidents, staff may choose to move straight to Stage 2 or beyond if they judge that it is required.

Stage 1 Group parallel praise to the group or class.

"Well done [child], I can see you are ready as you have your book open and are looking at me."

Stage 2 A discrete, clear verbal warning. At an appropriate time, there will be a brief restorative discussion.

"Remember, our school values are...."

"I know you can do....because last...you did...."

"Stop, think..., make the right choice"

Stage 3 Speak privately and give final opportunity to engage. For this a more formal restorative discussion will need to be held with the child. There may be sanctions agreed which help repair the harm done. **Reflection time** maybe appropriate and this is very much dependent on the incident and context.

"I have noticed that you are... [having trouble getting started, not listening etc.]"

"At KEPS we... [refer to school values]"

"Because of that you need to... [move to another table, complete learning at another time etc.]"

"Do remember yesterday/last week when you [refer to previous positive] - That is who I need to see today, thank you..."

"Give child 'reflection time'"

Stage 4 Reflection (and or appropriate restorative action).

Time away from class in safe space, or in other class, or with another adult so that the child can reflect before returning to their class. A restorative meeting will be held. There may be sanctions agreed which help repair the harm done.

PILLAR 5 – RESTORATIVE FOLLOW UP

EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

Underpinning our whole policy is the use of **Restorative Approaches – Restorative conferencing** ; the key to making any behaviour intervention effective. Without restoration, children may not be able to reflect on the harm done and may not alter their behaviours.

Whenever a conflict or issue arises in the school, we focus on finding solutions to address this and actions to prevent this happening again, rather than just punishments or blame. It is important that the adult who witnesses or is first alerted to the incident leads this discussion so that their authority is maintained by the children.

Social stories and comic strip conversations

Social stories and comic strip conversations can help to develop greater social understanding when observed behaviours are not socially acceptable

What are social stories?

Social stories were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

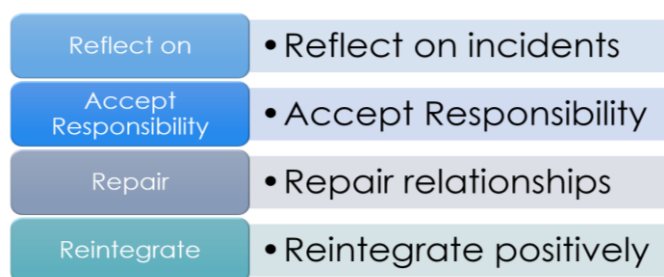
Social stories can be used to:

- develop self-care skills (for example, how to clean teeth, wash hands or get dressed), social skills (for example, sharing, asking for help, saying thank you, interrupting) and academic abilities
- help someone to understand how others might behave or respond in a particular situation
- help others understand the perspective of others and why they may respond or behave in a particular way
- help a person to cope with changes to routine and unexpected or distressing events (for example, absence of teacher, moving house, thunderstorms)
- provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy (for example, what to do when angry, how to cope with obsessions).

All situations must be discussed with the child to understand the context and events.

We can use the following structure (RRRR):

- **Reflect** on what's happened
- Accept **Responsibility** of what has happened & who has been harmed
- **Repair** the relationship and agree next steps or sanctions
- **Reintegrate** back into class positively



This approach holds boundaries, limits and expectations firmly, yet is gentle and relational with the child. In any restorative process, the following expectations will be set:

- One person talks at a time
- No interrupting
- Be respectful of others
- Listen carefully to each other

We need to focus on the incident at hand. "Poor behaviour" does not cancel out "good behaviours" and vice versa. We need to be fair and deal with each incident the same as we would with any child. Even a child with "previous negative behaviours" is entitled to have their voice heard and the incident investigated appropriately.

Restorative Conferencing

Before the conferencing process begins, children will be supported to regulate. Children are unable to engage in a restorative approach if they are in a stressed or unstable state. We understand that children will regulate at different speeds and that some children may not be able to have a restorative conversation immediately after an event or even the same day.

If behaviours are repeated, a restorative conference may need to take place with all the affected people. Restorative conferencing will always take place in a quiet and appropriate area of the school. Restorative conferencing will aim to repair the harm and find a resolution. It will be reasonable, meaningful and related to the incident. The aim of this process is to find a resolution that is agreed by all involved.

We ensure a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. If a child has been involved in a restorative conference, parents will be informed as soon as possible. Wherever possible, consequences link directly to the incident and are proportionate, reasonable and fair. For some children, the consequence is the restorative conversation. It will always be made clear to parents: the situation was dealt with in a restorative manner; the situation is finished; all parties involved left feeling the situation had been resolved. The incident and outcome of the restorative conference will be logged on CPOMS with the heading restorative conference.

Understanding the context

We have to understand that **“typically only 5% of children experience significant challenge”** (Paul Dix, 2017). For these children, we will need to have a carefully planned out approach and be connected with the home. These need to be recorded appropriately and shared with the parent and child:

- **First Stage Support (FSS)** A plan between class teacher, parents and child to support a child at the first sign of difficulties, such as transition; low level disruptions etc.
- **Behaviour Support Plan (BSP)** A plan between the class teacher, parent and child led by a member of the Leadership team to identify ways to support a child with disruptive behaviour.

Some children will need more focused support and this may be shown through more challenging behaviours. **‘Children who are loved at home, come to school to learn, those who aren’t loved at home may come to school to be loved’.** (Finnis, 2021) We need to be mindful of this. It is not excusing poor behaviour, but understanding the child’s context and being able to support their needs effectively.

For some children, punishments will not work. If you have already experienced trauma at home, they will not be scared of punishments as they have already dealt with far worse. Sanctions need to be tailored to the child, the context and the damage to the relationships with others.

Pupils with SEND

Our values and rules apply to all but some children may need a tailored approach due to their specific needs, such as communication and interaction difficulty. In this case, they may need a personalised approach. The graduated approach will be used and the likely triggers identified for the children.

The school will consider if the behaviour was a negative choice or part of the child’s SEND or secondary behaviours linked to their SEND. If appropriate, external agencies and professionals may be approached for advice and support.

Reporting poor behaviours

The school uses CPOMS to record any incidents of poor behaviour. The adult managing the behaviour needs to be the adult that updates the system.

Children who are perhaps the 'target' of poor behaviour from others need to have this logged on CPOMS too so we are able to identify patterns including indications of child-on-child abuse.

Parents of both parties must always be informed when there have been behaviour incidents with the outcome clearly explained.

Child-on-child abuse

The school will not tolerate any form of abuse. We recognise that children are capable of abusing their peers. The school will not tolerate "banter" or "just having a laugh" as justification of upsetting or hurting others.

This can take many forms including face to face name calling; physical abuse; online conduct or sexual abuse such as 'up skirting' to name a few. The school has a simple definition of 'several times on purpose' for bullying which we teach to the children.

Behaviour in the community

The school operates as part of the community and as such, we will reflect on any child or parent's behaviour beyond the school grounds. If the child is in school uniform; travelling to or from school or in other ways identifiable as a KEPS pupil, then the behaviour policy will be enforced.

Sanctions for poor behaviour

The staff member managing the incident is responsible for agreeing appropriate sanctions if necessary. When thinking about sanctions for negative behaviours, we focus on the damage to the relationship and impact on others or harm done rather than a simple punishment.

As part of the restorative meeting, the sanction will be agreed with all involved and should help restore the relationship or help relearn the positive behaviours. It is important the target has a clear voice. This could involve catching up on learning at home; helping clear up an issue caused, reflecting on behaviours and impact on others.

Before deciding on the appropriate sanction, staff will

- investigate the incidents
- speak to other witness
- and then reach a decision.

Stages of Managing Behaviours

Our restorative approach to behaviour management is broken down into the following categories:

1. Low level incidents
2. Recurring incidents
3. Serious incidents
4. Continuous behaviour concerns (behaviour support plan etc.)

Low level incidents

This includes behaviour that is not in keeping with the school values. The list below provides some typical examples but is not a definitive list

- Calling out
- Talking over each other/adults
- Inappropriate responses to adults

- Rough/inappropriate physical behaviour – pushing, pulling, grabbing on the playground
- Inappropriate attitude/tone of voice
- Not actively participating or engaging in lesson
- Not following instructions
- Inappropriate conduct at transition times
- Name calling/inappropriate language

Recurring Incidents

This refers to a child repeating inappropriate behaviours after discussion with an adult. With recurring incidents, details of the incident and the outcomes of restorative conferencing will need to be recorded on CPOMS by the leading adult and shared with parents as soon as possible.

Serious Incidents

This refers to a severe one-off incident/s such as physical violence and it will be referred to SLT. SLT will consider the incident and appropriate consequences. In the event of a severe one-off incident, restorative conferencing will take place following the procedures outlined above and recorded on CPOMS by SLT and shared with parents on the same day.

Serious incidents may take many different forms. Examples of behaviours considered to be serious are:

- **Deliberate use of swearing and derogatory language**
- Physical aggression
- Persistent non-compliance
- Damage to school property

Suspensions and Exclusions

As a community, we recognise that sometimes members of our team will make poor choices. We believe in working with them in educating and changing their behaviours for the better.

Suspensions and exclusions are the last resort and will only be used when other options have been exhausted. We believe that ostracising people from our community only damages relationships which is the key to our behaviour policy. They may satisfy adults and give temporary respite, but rarely meet the needs of the child.

Exclusions may typically demonstrate that the child is not wanted in their community and reinforce their own low self-esteem and sense of belonging.

Only the Headteacher or Deputy Headteacher has the authority to exclude a pupil from school. Suspension of a pupil may take place for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

In the event of an exclusion, the governing body will form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Positive Handling

This intervention is always kept to the least intrusive possible and when suitable training has been engaged with. Any decision to use positive handling is based on three key questions: **Is it necessary? Is it reasonable? Is it proportionate?**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines on the restraint of children. Intentional damage to school property or another child's property.

Should school property or property belonging to another child be intentionally damaged, a request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.

When positive handling is used, staff must inform the Headteacher and details of the incident added to our CPOMS system.

How are children made aware of this policy?

Children in school are made aware of this policy in a way that they are able to understand. We ensure that all children are aware of the reward systems and sanctions that are in use. Discussions as part of assembly, PSHE lessons and school council meetings are used to discuss behavioural issues. The school has a separate Anti-Bullying Policy.

How are parents made aware of this policy?

King Edwin Primary School is an open school, and we encourage parents to come in and discuss any aspect of their child's behaviour which may be a concern. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties. If a child is the on the receiving end of inappropriate behaviour of any serious nature, we will contact the parent to explain the incident and how this has been managed.

If any parent feels that we are not dealing with an issue in a fair way they will be encouraged to follow our complaints procedure. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can work together in a supportive manner. It aims to create an environment in which everyone feels happy, safe and secure. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness, co-operation and where children learn to become increasingly self-regulating.

Our Behaviour Policy is a means of promoting good relationships, so that the school community can work together in an effective and considerate way with a common purpose of helping everyone to learn.

Appendix A

Restorative Discussion

The questions and sentence stems below are examples of appropriate, restorative discussion points

EYFS and Key Stage One

- Would you help me understand what has happened?
- Can you tell me/show me who has been harmed/disturbed/distracted and in what way?
- How can we work together to make this/things/better?
- What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....

Key Stage Two

- Would you help me understand what has happened?
- I wonder what that felt like for you?
- I imagine it might have made you feel a bit like.... Can you tell me/show me how you felt?
- How do you feel now?
- I wonder what you might be thinking now? I imagine it might be....
- I wonder how XXX might be feeling? What do you think? How might they have been affected/harmed/disturbed/distracted?
- How can we work together to make this/things/better?
- What needs to happen now in order to put things right and ensure this never happens again?
- What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....