# Harbury CE Primary School

## Behaviour Policy

## (Relationship, Interaction and Positive Behaviour)

**"Let us not love with words and speech but with actions and in truth." 1 John 3:18**

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| Date of Policy: | January 2023 |
| Approval by Governing Board: | July 2024 |
| Reviewed date: | July 2026 |
| Next Review: | July 2027 |

# All behaviour is communication

# Aims and Principles

# READY, RESPECTFUL AND SAFE

1.0 We have a restorative, nurturing and inclusive approach responding to and supporting behaviour. We consistently support children in managing their emotional regulation and understand how their actions can affect others. We support children to understand emotionally and physically unsafe behaviours can cause emotional and physical harm to others and support children in restoring and rebuilding their relationships. We celebrate children who demonstrate the schools' values, treating others with respect and kindness.

1.1. All children have rights and responsibilities: children have the right to feel safe, treated with respect and to learn in a calm and purposeful environment. Our approach to relationships, interactions and behaviour supports the children in fostering this environment and maintaining the nurturing and inclusive culture at Harbury CE Primary School.

1.2 We set high expectations for behaviour and conduct within our school within a framework of high nurture, kindness and support. Working within restorative practice we:

- Provide a clear, fair and consistent approach based on nurturing principles and restorative practices
- Foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill
- Endeavour to provide a safe, respectful, equitable and inclusive school environment

- Give staff the tools to enable them to support and equip children with strategies to manage their emotions and anxieties, supporting them to build positive relationships with others

**"Let us not love with words and speech but with actions and in truth." 1 John 3:18**

**We show LOVE IN ACTION through our READY, RESPECTFUL, SAFE behaviours.**



## 2.0 Our School Values

**“Let us not love with words or speech but with actions and in truth" 1 John 3:18**

**"To love, learn and grow together”**

We choose to value:

- Love
- Collaboration
- Perseverance
- Thankfulness
- Trust
- Inclusion
- Forgiveness

Love is at the centre of all we do. God is love. We love our neighbour and love ourselves and we choose to show love by being caring, respectful and kind, regardless of difference. Agape love- the love that is unconditional.

Collaboration is choosing to work together respectfully, having the courage to share our creative ideas, knowing we can achieve more together.

Perseverance is choosing to face challenges, believing that struggles are a part of life and learning and can make us stronger.

Thankfulness is choosing to appreciate opportunities, to celebrate our unique qualities and to value the place we have in God’s wonderful world.

Trust is choosing to have faith in yourself and others, through kindness and honesty, in order to build a safe and successful community.

Inclusion is choosing to make our school mindful of people’s differing needs and welcoming to all. We are all made in God's image.

Forgiveness/Reconciliation Knowing that we are forgiven by God's love for us and forgiving others.

### 3.0 Little Meerkat's Big Panic by Jane Evans

We all have an elephant (prefrontal cortex) and a meerkat (amygdala.) The role of the elephant is to do all of our big thinking and decisions. Our elephant isn't fully developed until we are about 25, so until then we have a baby elephant who needs a bit more support and guidance. Our meerkat's job is to make sure we are safe at all times. If our meerkat suspects any threat it will be alert letting our brain and body know. It's so loud that nothing else can be heard, especially the elephant. With it goes any rational thought. Meerkats don't always get it right. But that's not their job, their job is to be on high alert. If they don't get it right it takes our body time to recognise this and regulate.

### 4.0 Positive reinforcement

*Each class will follow the same stages of positive reinforcement*

Morning greetings using everyone's chosen name

Circle time

Vision in action

Wellbeing assemblies

Thrive space and Thrive Practitioners

Friendship bench

Zoning playground

Calm/prayer spaces

Following the calm sheets

Some classes choose to use recognition boards

### 4.1 Verbal Recognition

Positive behaviours should be rewarded verbally with the behaviour explicitly highlighted. By highlighting the behaviour we enable children to begin to recognise and repeat that behaviour, e.g. "Well done" is too vague.

"Well done. Thank you for picking that coat up – that was a kind thing to do" makes explicit the positive behaviour and the value we aim to promote and develop whilst also modelling the positive behaviour of good manners.

### 4.2 A Positive note Home

The Positive Note is a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school. This can be sent home on Class Dojo.

*'The positive note enables you to mark the moment with the student. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'*

*Paul Dix*

### 4.3 Celebration Worship

Taking place weekly and usually led by the Headteacher. This is a collaborative, sharing event, designed to showcase the many positives in and out of school. Teachers and teaching assistants who recognise and encourage children to feel proud of their achievements in the week nominate individuals for the assembly:

- Children receiving Love, Learn and Grow Awards

This assembly is a positive experience to also build children's self-esteem. Parents and Carers are invited into the school to celebrate with their child and the school community.

### 4.4 Dojo Points

These are a universal reward system and are designed to reflect our school values of love, learn and grow together with the children. Dojo Points be awarded by any adult for any aspect of safe behaviour.

### 4.5 Positive Role Models

It is important that all school adults are aware that they are positive role models to all our children, this clearly means:

- Speaking to each other how we would like to be spoken to ourselves
- Treating each other how we would like to be treated ourselves
- When a child asks to speak to an adult, they are not dismissed
- We listen to all sides of a conflict and try to come to an agreed resolution, discussing any emotional harm to restore relationships
- We give children strategies for dealing with conflict and an understanding behind the reasons for their own and other behaviours
- We remain calm with our voice and our actions, behaving without judgement at all times.

### 5.0 Our love in action code

Throughout the school year, teachers regularly remind their classes of the Love in Action Code. For the majority of our children, this reminder from a member of staff will be all that is necessary during their time at school.

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## 5. Good behaviour

5.1 It is our expectation that everyone: -

- Follows our school Love in Action Code
- Shows courtesy, consideration and respect for others
- Respects our Christian Values
- Is honest and truthful
- Works and plays together cooperatively
- Cares for one another
- Moves about the school in a quiet, orderly manner
- Has respect for school property and the property of others
- Uses common courtesy ('please', 'thank-you', 'sorry' etc)

6.2 It is the policy of our school that those who go above and beyond these expectations are consistently acknowledged and praised by teaching and support staff.

## 6.0 Social, Emotional and Mental Health

Our school is a nurturing school which takes seriously the well-being of all in our community. This contributes to the unique, caring ethos which we are known for. This ethos is illustrated by:

- Helping children form positive relationships and seek help when they need it
- Enabling children to develop resilience
- Teaching children to have an awareness of mental health
- Identifying early any SEMH needs where possible
- Partnership work with parents, carers and outside agencies
- Supporting our staff with their well-being

## 7.0 Thrive

THRIVE is a dynamic, developmental approach to working with pupils 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.

7.1 If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions (Discharge Behaviours) can be contained, channelled and communicated safely. The THRIVE approach supports children with these behaviours. Safe touch is used to calm, soothe and regulate a child's emotions and is an important developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch, calming and support with regulation, this may be a priority to help their brains develop access to thinking, judging, evaluating and choosing mechanisms.

7.2 Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult.

### 7.3 Examples of safe touch:

Holding the hand of the child for reassurance;
A hug when comforting a distressed pupil;
A reassuring hand placed on the shoulder or upper back
Using open hands to guide and encourage
Shaking a hand or placing a hand on a child's shoulder e.g. when a pupil is being congratulated or praised;

Other examples of acceptable physical contact:
To demonstrate how to use a musical instrument;
To demonstrate exercises or techniques during PE lessons or sports coaching in order to keep them safe and prevent injury;
To give first aid.

Alternate means of calming, soothing and containing children's strong emotions include:
Slowing one's pace
Lowering the voice
Breathing more deeply

Initially matching the pitch and volume of the child's emotional display and then regulating it down
Talking slowly, firmly and quietly in an unhurried unflustered way
Providing clear predictable consistently held boundaries

## 8.0 Restorative Approach

*'Punishment doesn't teach better behaviour, restorative conversations do.'*
Paul Dix

8.1 Every adult in our school is important and has the ability to deal with behavioural incidents. 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.

## 9.0 Restorative Meetings/Conversations

*'The positive relationships you form with students depend on a restorative approach being your default mode.'*

Paul Dix

9.1 We believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the children realise how their actions impact on others, teach alternative strategies or responses and equip the student with tools they can use to avoid a similar incident occurring in the future.

### 9.2 Restorative Questions (See Appendix 1- restorative script)

These restorative questions will be used to support restorative conversations. For some students, the teacher may decide it would be more appropriate to start with two questions and build on these as the student develops in maturity.

### 9.3 Restorative Actions

*'Students need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the student.'*

Paul Dix

9.4 Our approach is based upon building strong relationships between adults and students. The use of positive reinforcement strategies will always be our default approach. However, if a student is not responding to these strategies, there needs to be clear, consistent routines in place.

### 9.5 Restorative intervention

The Restorative Conversation

In a restorative conversation the adult stays neutral and offers all concerned a chance to explain what happened from their point of view. This must take place when everyone has had sufficient time and space to calm. The adult may clarify what a child has said but should use open questioning and follow the key restorative questions: **"What happened? What were you thinking/feeling at the time? What do you think about it now? Who has been affected by what has happened? What has been the hardest thing for you? How did you feel? How do you think the other person feels? (additional questions)? What needs to happen to make this right?"**

9.6 The adult should help all parties to understand their own emotions (they may need to name those emotions for some children), the emotions and feelings of others and to help all involved to understand how their actions affected others. what must happen to help children develop responsibility for their behaviour. Adults should help children to develop an understanding that they are responsible for their own behaviour and make their own choices. Not all of these conversations may result in a sanction. No sanctions should be given without a conversation being held with the child / children involved as it is important that they understand why there is a sanction.

9.7 If a member of staff has been harmed in an incident with a child, then **another** member of staff should carry out the restorative conversation with both the adult and child involved. This must be recorded on Cpoms.

9.8 Teachers will identify individuals who are not responding to restorative conversations and continue to demonstrate challenging or unsafe behaviour. School Senior Leaders will work with and support staff by identifying trends in when the behaviour occurs, suggesting individualised strategies to support the child or offer support to the wider friendship or family group.

## 10.0 Steps Actions

1. Reminder- A reminder of the school rule (e.g.be ready, respectful, safe) or the requirement (I needed you to….) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.

2. Verbal Warning- A clear verbal caution delivered privately wherever possible making the child aware of their behaviour and clearly outlining the consequences if they continue. Reminder of the requirement. Use the phrase 'Think carefully about your next step.'

3. Second Verbal - Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use The 30 second scripted intervention (Micro-script). This will usually involve staying behind for two minutes at playtime. (That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted).

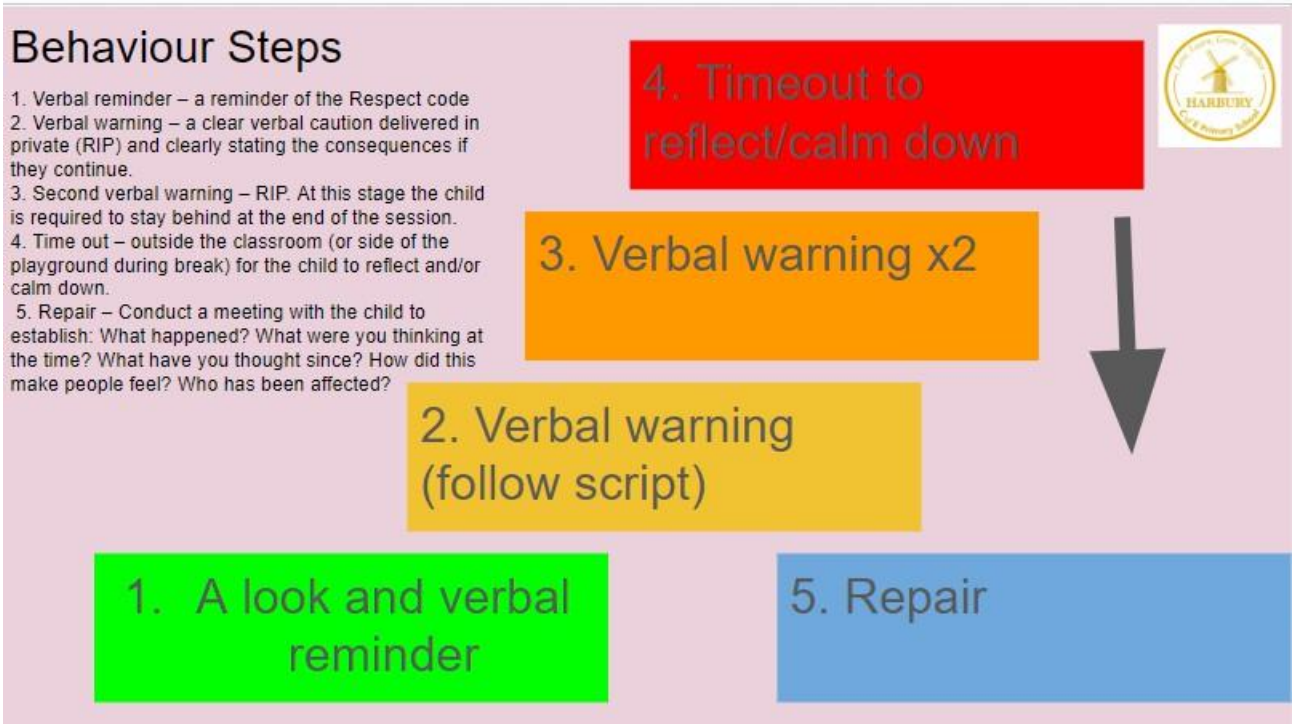
4. Time out - Time out might be a short time out outside the room in the 'safe place', or a space in the classroom or quiet place in the playground. It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.

5. Repair - This might be a quick chat at break time or a more formal meeting e.g. held at lunch time (Restorative conversation). The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.

6. Pastoral support programme A bespoke package for children deemed to be at risk of suspension/exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals

## 11.0 Sanctions

It is not always appropriate for unwanted behaviour to result in a sanction but children must be helped to learn that all behaviour carries rewards or consequences. Some behaviour will require a standard sanction (e.g. time owed for a restorative conversation or helping tidy up etc..) and some will carry more serious sanctions. Decisions about what is appropriate as a sanction should be made with an understanding of the child in mind, which is why it is always best if an adult who knows the child well is part of that process. Sanctions will not necessarily be equal but they should always be seen to be fair and equitable and based on a child's understanding and stage of development. **(See appendix 2- Behaviour Grid)**




## 11.1 Other sanctions and record keeping

11.2 We use the CPOMs recording system for behaviour and safeguarding. This enables all examples of behaviour to be logged, including low-level concerns.

11.3 Senior Leaders can then access these logs, analyse patterns and put appropriate support and intervention in place before this escalates further.

11.4 Where work is incomplete due to inappropriate behaviours, the work may be sent home in an envelope for children to complete at home. Parents are asked to sign to show they are aware of this.

11.5 The Headteacher, may consider more serious sanctions, e.g. banned from extra-curricular activities or PTA events

11.6 Suspension from school during lunchtimes (recorded as half day suspension) particularly if a pattern of challenging behaviour takes place at this time.

11.7 Suspension from school, for a fixed term or permanent exclusion.

11.8 Suspension from school takes place only in exceptional circumstances and normally when all other options have been exhausted. (Please see the Exclusion Policy for more information regarding this).

## 12.0 Positive Handling

If a child's behaviour is a danger to themselves, others or property, staff may be required to handle a child. This should only be done by staff who have completed positive behavioural management and de-escalation training (Positive Handling) and only a last resort.
Safe handling will be kept to a minimum period of time to ensure the child's safety.

Any handling incidents must be recorded on CPoms and on the correct form as soon as possible after the incident and parents fully informed of the incident.
The school follows the DfE's non-statutory advice 'Use of Reasonable Force', July 2013; 'reasonable' force means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspection Act 2006)

## 13.0 Serious incident escalation (linked to Exclusion Policy)

An escalation process for children who are not responding to the process or have displayed severely unsafe behaviours is in place. We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, email, or an informal or formal meeting. For students with behaviour as an additional need, examples of these will be detailed on their learning plan.

## 14. Valuables

14.1 Children should not bring items of value to the school (money, games, toys, etc).

14.2 Pupils who need to have mobile phones in school MUST hand them in to the school office on entry to the school (see Mobile Phone Policy).

14.3 Children who need to bring money to school are responsible for this and it should be a sensible amount.

14.4 Children are responsible for their own watches during P.E. and other sporting activities. Fitbits are permitted in school but not smart watches.

14.5 Pupils must not interfere with other children's belongings in the classrooms or cloakrooms.

## 15. Food

15.1  Healthy snacks are are permitted as a morning snack. We encourage fruit and vegetables. Unless a medical/SEND need- these snacks may look like cereal bar/crackers or a sandwich.

15.2 Drinks (non-fizzy) may be brought as part of a packed lunch but not in cans or glass bottles. Water bottles with water in can be kept in the classroom.

15.3 Sweets and chewing gum are prohibited.

15.4 Nuts are NOT permitted in school due to staff and pupils having serious allergies.

## Appendix 1

| Classroom Plan | A Guide to a<br><br>30 Second Script | Restorative Questions |
|---|---|---|
| Teachers will manage their classrooms with high expectations and adapt their strategies according to the students they teach and the needs they may have. Strategies could include:<br>• A look<br>• A verbal reminder<br>• An official reminder<br>• 30 second script<br>• Restorative conversation, with the appropriate adults and students<br>• A support step | *'I noticed you are …'* (wandering around the classroom chatting)<br><br>*'I understand how you are feeling…' OR 'I wonder if you are feeling…'*<br><br>*'You're not showing our value of* – (respect)<br><br>*'You have …* (stay behind at break time to catch up with your work)<br><br>*Do you remember when you …* (finished all of your work)<br><br>*'That's who I need to see today.* | 1. **What happened?**<br>2. **What were you thinking/feeling at the time?**<br>3. **What do you think about it now?**<br>4. **Who has been affected by what has happened?**<br>5. **What has been the hardest thing for you?**<br>6. **How did you feel?**<br>7. **How do you think the other person feels? (additional questions)**<br>8. **What needs to happen to make this right?"** |

## Simplified Lanyard Reminder

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- Who has been affected by what has happened?
- What has been the hardest thing for you?
- What needs to happen to make things right?
- What will you do differently next time?

## Appendix 2 Behaviour Level grid

| | **Behaviour** | **Support offered – one or more of** | **Recording** |
|---|---|---|---|
| Low | Interrupting or distracting others<br>Ignoring instructions<br>Pushing<br>Not engaged with learning<br>Deliberately and consistently creating distraction / disruption<br>Damage through carelessness | 5 step approach<br>Incomplete work sent home in an envelope<br>5 Step Approach:<br>• Reminder<br>• Verbal Warning<br>• Second Verbal / Scripted Intervention<br>• Time Out<br>• Repair (Restorative conversation)<br>- Incomplete work sent home in envelope<br>- Verbal reminders and modelling positive behaviour<br>- Praise and reinforcement of expected conduct | No formal recording required |
| Medium | Persistent disruptive behaviour<br>Deliberate refusal to follow instructions<br>Deliberate damage.<br>Leaving class without permission<br>Verbal confrontation, Swearing<br>Physical fighting | 5 step approach<br>Incomplete work sent home in an envelope<br>Action plan with Parent, pupil and teacher<br>Discussion with SENDCO Phone call to parents<br>Sanctions:<br>• Time owed at break/lunch<br>• Removal from extra-curricular events<br>• Catch-up tasks or practical reparation | Staff –record incident on CPOMS.<br>Inform parents.<br>Make sure HT is aware |

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|---|---|---|---|
| High | Persistent bullying<br>Racist abuse<br>Leaving school grounds<br>Theft<br>Vandalism<br>Extreme violence towards staff/adults/children<br>Acts of extreme danger<br>Very serious challenge to authority | - As 'medium'<br>-Involvement of Headteacher and SENDCO<br>- Regular meetings with parents<br>- Behaviour Action Plan (BAP) or Pastoral Support Plan (PSP)<br>- External agency support<br>• Removal from trips/PTA events<br>• Positive Handling (if safety is at risk, by trained staff only)<br>• Work sent home or isolated provision as appropriate<br>- Sanctions:<br>• Suspension (fixed-term)<br>• Lunchtime suspension (recorded as half-day)<br>• Permanent exclusion (only in exceptional cases) | As 'medium'<br>Letter home<br>Racist incident report<br>Letter home BAP/PSP (behaviour action plan or pastoral support plan)<br>If exclusion, HT will inform parents by phone |