

Positive Behaviour and Attitudes at a Primary School

Scope of policy

The behaviour management and anti-bullying policies adopted by YCAT are available on the school's website. The school's policy on attendance is also available there. Together these policies provide the essential context and framework against which we can describe our approach to creating a safe, calm, orderly and positive environment in the school and the classroom at our Primary School. We think this has a fundamental impact on the behaviour and attitudes of pupils and that it is essential for pupils to be able to learn.

The approaches which this policy sets out are for pupils, all staff, parents/carers, governors, visitors and partner agencies working in the school. It is supported by evidence from research and it has benefitted from input from staff, pupils and governors and the local authority's educational psychology service. It has been consulted upon with parents/carers.

We aim for relational schooling, which is much more than an approach to behaviour management. Rather it is a value based approach which describes how an understanding of our relationships with each other, both as a school and as individuals can enhance both academic and social learning, and is a cornerstone of our commitment to our community. At our school, we believe that learning happens best when there are good relationships; between our staff, between our young people, within the classroom, with parents and carers, and with our wider community. To ensure all staff should seek to establish a calm and supportive environment where young people feel safe, valued and listened to.

We aim to connect, rather than correct.

Aims:

- To foster a positive and compassionate environment in which all children can flourish and reach their full potential
- To develop relationships based on respect and trust
- To promote and celebrate high standards of behaviour
- To ensure clarity about procedures and sanctions used in school

Staff and adults in school

All staff and adults in school and in the classroom know and care about the pupils. This is at the heart of the maintenance of a positive and respectful school culture.

Staff and adults model good behaviour and attitudes towards all staff, pupils and parents and set clear routines and expectations.

They create an environment where pupils feel safe because they know that poor behaviour or bullying are not accepted and are dealt with quickly, consistently and effectively.

They deliver a well- planned and exciting curriculum which helps to develop positive attitudes to learning.

All staff and adults help to motivate pupils through their own enthusiasm and professional approach.

Staff are encouraged to reflect on their own wellbeing and responses to stress and, if necessary, to seek help and advice through staff support networks both in and out of school.

Professional development for staff

Staff are trained to understand that attachment, trauma, loss or separation can have a significant impact on pupils and know how to offer support or where to find it.

They are offered opportunities to consider the effects of stress on development, learning and relationships so that they are better able to recognise and respond to them.

Staff are trained in restorative practice and emotion coaching.

Working with pupils

We have high expectations of our pupils both in their learning and in their social behaviours. The school encourages pupils to understand how to be responsible and respectful and how to make positive contributions to their school and where they live.

We aim to develop pupils' self-confidence through personal development and in that way instil in them self-discipline and pride in themselves and their school.

Pupils are treated with unconditional respect, which means having high expectations of all staff and adults in school.

We believe that appropriate behaviour and positive attitudes can be taught and that inappropriate behaviour can signal a need for support which we will provide, whilst retaining high expectations.

We seek to engage pupils in decision making about their own learning and aspects of the life of the school.

We have organised the physical environment of the school in such a way to provide safe spaces for pupils to calm down safely, such as class reading areas, the entrance hall library and 'Regulation Stations'. A regulation station is a base within the classroom or suitable place in the school, that children and young people can access when they feel overwhelmed, to help them to calm.

The school knows that sometimes individual pupils, for a variety of reasons, require additional support in managing their behaviour. Not all behaviours are a matter of choice.

There are systems in school to identify and assist pupils with special educational needs so that they are fully included in the life of the school. Teachers will draft and use personal intervention plans where needed and ensure that support staff are aware of them.

The school employs a trained ATA with specific responsibility for vulnerable children, including those requiring support with behaviour. She works between school, home and the local authority's Early Help service.

Working with parents/carers

The school aims to work in partnership with parents which benefits both family and school life.

If parents or carers have concerns of information about their child's wellbeing, emotional needs, behaviour or any other concerns they should, in the first instance, talk to their child's class teacher.

If a pupil's behaviour is a cause of concern in school or the classroom parents/carers will always be informed about what has happened and the steps the school has taken. A joint approach between school and home is generally beneficial for all concerned and, most importantly, for the pupil.

The views and opinions of parents/carers are valued.

Examples of good behaviour and attitudes

In our school and in classrooms we expect to see:

- courtesy and good manners
- kind and caring attitudes
- respect for everyone
- tolerance of each other's beliefs and cultures
- listening and following instructions
- everyone trying their best all the time
- forgiveness if mistakes are made
- punctuality in arriving at school and lessons
- pride in oneself and the school

Celebrating good behaviour and attitudes

We think it is important to recognise and celebrate good behaviour through:

- **positive recognition**- pupils will be praised and given positive recognition of their behaviour and attitudes in the classroom through ClassDojos, which are accessed by parents.
- **celebration assembly**- each Friday teachers choose pupils who have achieved great things during the week to be awarded 'Star of the Week'. At least one pupil from each class will be recognised in Friday Celebration Assembly.
- **cake with DT**- this is a very special reward for pupils whose behaviour has been above or beyond the expected.
- **postcards home** – these are sent home to recognise and celebrate achievement.

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Restorative practice

This is an approach to behaviour management which avoids shame and punitive responses, which we think are counter-productive and do not lead to learning. Pupils are given the opportunity, in a structured way, to learn from their behaviour or mistakes. Restorative practice is not a soft or easy option. Pupils reflect on the impact which their behaviour has had on other people, including teaching and support staff, and this helps them to develop empathy. They listen to the person or people they have hurt or upset and discuss the situation with them. Pupils are asked to consider their behaviour, its effect and how they can 'restore' relationships. This always includes a sincere apology for the hurt that has been caused and a promise not to repeat the offence. It may also include other consequences which must be accepted.

Emotion coaching

This is an approach to behaviour regulation which encourages and helps pupils to learn how to manage their own behaviour. <https://www.emotioncoachinguk.com/what-is-emotion-coaching>

The commitment to developing capacity to respond in a restorative and solution focused way to all behaviour incidents, and to developing the social and emotional capacity of our young people provides the strategies which could ultimately lead to the principle of a sanction free school. However, this policy recognises the need to provide strategies for responding to unwanted behaviours in a way that maintains standards, reinforces the messages of what is acceptable behaviour, supports all stakeholders, and provides learning opportunities. What our actions should always seek to do is enable the young people to accept accountability and to move forward from the situation by considering how small changes in their actions can create big changes in outcome. We are not yet sanction free and the steps towards this are not quick or simple. By challenging our decision making and the reasons behind them through professional dialogue we can build our capacity to respond in a relational way. We must also recognise the need for dialogue with and within our community to increase the understanding of and support for the approaches used.

Sanctions

At times, after using the above approaches and as a result of discussions with those involved in an incident, sanctions are felt to be appropriate. These include:

- **playtime-** if an incident happens on the playground, a warning may be given by the teacher or supervisor. The pupil may be asked to walk with the teacher on duty or be sent into school to calm down. Consequently, the pupil will miss some, or all, of their playtime.

- **in the classroom-** if an incident happens during a lesson the pupil may be asked to work on a table on their own, be sent with work to a partner class or to the headteacher for a time. This is usually all it takes to deal with any problems with poor behaviour that arise.
- **in-school** - occasionally more serious incidents happen or poor behaviour can be repeated or persistent. If that happens the pupil may have to work away from the rest of the class under the supervision of the headteacher or another member of staff.
- **fixed term exclusion-** in exceptional circumstances, especially if the safety of other children may be at risk, the headteacher can use a fixed term exclusion from school. The school works proactively to avoid this by engaging with parents/carers and local support services. A fixed term exclusion provides a cooling off period and time for the school and parents/carers to plan next steps and how to manage a pupil's future behaviour.

Lead responsibility for behaviour and attitudes and nominated governor

The school has both a lead for behaviour and attitudes and a nominated governor. Their detailed roles are set out in the YCAT Behaviour Management Policy. In summary, the role of the school lead, working with staff and governors, is to ensure that this policy is a living document and that everyone knows about it and does their best to implement it. In 2019/2020 ? is the school lead. The governors have appointed ? to the role of nominated link governor. ? will visit the school regularly and work with ? to ensure that this policy is kept up to date and publicised.

Monitoring and Review

? and ? will make regular reports to the governing body and YCAT using Scholarpack conduct records on the success of this policy and its development.

The policy will be reviewed in