



ENGLEFIELD CE PRIMARY SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING POLICY

Sowing the seeds for a flourishing future

At Englefield CE Primary School we provide a welcoming, loving and supportive environment in which Christian values are central to the ethos of the school and underpin all that we do. It is through our values of love that we provide nurture and nourishment for members of our school community so each individual can flourish.

All staff support pupils through:

- providing positive learning experiences
- promoting self-esteem and self-worth through recognition of potential and effort
- the development of positive relationships with the pupils
- the use of positive behaviour management strategies.

We recognise that behaviour, whether good or bad, is communication and therefore we aim to respond to this language in a way that promotes pro-social feelings. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour.

In creating an inclusive culture, we choose to adopt a therapeutic approach. Therapeutic thinking is: *'An approach to behaviour that prioritises the pro-social experiences and feelings of everyone in the dynamic.'*

It recognises that: *'Trauma is not just an event that took place in the past, it is also the imprint left by that experience on mind, brain and body.'*

In fostering trusted relationships in school, we will secure: *'Momentary interactions with people, where the person feels heard, feels safe and in that interaction, they feel respected. It is not necessarily the words you say, it's the presence you gave.'*

Therefore, through well-planned therapeutic interventions in an equity model, the whole community will benefit.

'Mental health and behaviour in schools' identifies **risk factors** such as social disadvantage, family adversity and cognitive or attention problems and recognises that children exposed to multiple risks are much more likely to develop conduct disorders (typically internalised behaviour) or behaviour problems (typically externalised behaviour). Englefield CE Primary understands that risk factors can be counterbalanced by **protective factors** and that, in order to promote positive mental health, it is important that the school uses these protective factors to enable pupils to be **resilient** when they encounter problems and challenges.

Protective factors in our school include:

- Clear policies on behaviour and bullying
- Staff code of conduct
- An 'open door' policy for children and adults to raise concerns
- A whole-school approach to promoting good mental health
- Good pupil/staff relationships
- Positive classroom and corridor management
- A sense of belonging
- Positive peer influences
- Positive friendships
- Effective Safeguarding and Child Protection policies
- An effective early help process
- Understanding our role in and being part of effective multi-agency working.

As a school, we have 3 rules: be safe, be respectful and be ready to learn. These rules are simple to remember and establish common standards for us all, promoting the idea that every member of the school has a responsibility towards the whole. These are reviewed as and when necessary. Each class agrees its own class rules on an annual basis.

Our school makes use of the Contemplative Toolkit which gives valuable moments of quiet reflection and teaches pupils about the benefits of 'mending' difficult situations.

Policy Objectives

- To ensure there is a culture within Englefield CE Primary that values all pupils; allowing them to feel a sense of belonging, knowing they are able to seek emotional and well-being support from practitioners
- To create an environment in which children and staff are happy and feel safe
- To promote self-esteem, self-discipline and positive relationships
- To be fully inclusive through an equity model of provision to ensure therapeutic outcomes for all
- To develop shared values across the school community
- To ensure that staff and children have respect for, and pride in, their school.
- To develop children's understanding that behaviour is their own responsibility.
- To develop a consistent approach to managing difficult and/or dangerous behaviour
- To build the confidence of staff through effective leadership and regular training.
- To create and maintain a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be
- To teach pro-social behaviours through positive role models, clear and consistent boundaries, encouragement and recognition
- To encourage consideration for others within and outside of the school community and understand how their actions may affect others
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their children
- To promote improved confidence for all, through high expectations of pro-social behaviour.

Pro-social Behaviour

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Pro-social behaviour can be taught in various ways:

- Praise and encouragement are widely used in teaching behaviour in order to promote positive self-esteem
- Personalised PSHE curriculum
- Positive relationships
- 'Botheredness'
- Role modelling
- Advocacy of the school values
- Consistency of therapeutic language, scripted where appropriate
- Routine
- Prioritising pro-social behaviour
- Planning alternatives to anti-social behaviour e.g. pro-social ways of accessing rest breaks for those who need to leave the classroom
- Feedback for individuals
- Comfort and forgiveness

Anti-social Behaviour

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

Learning from Anti-social Behaviour:

Although anti-social behaviour is unusual at Englefield, it is important that the school community understands how it will respond. The following are some of the actions that might be taken following an incident of anti-social behaviour:

- De-escalating language and use of scripts
- An increased staff ratio and specific staff support given at break or in class
- Completing or re-doing tasks to the expected standard at break times, or sent home and supported by parents/carers
- Adaptation of access to outside space, day or residential trips, or extra-curricular activity
- Access to a calm room/space
- ELSA
- Differentiated teaching space
- Third person role play to understand peer/adult feelings
- Social stories
- Modelling pro-social behaviours to younger peers
- Behaviour related research to understand how and why actions have impacted others, e.g. anxiety trackers
- Restorative meetings with child and parent/carers
- Development of a Therapeutic Plan

As a school, we align our practices with West Berkshire's Therapeutic Thinking 'Support and Signpost' (SAS) stepped approach, to ensure that our children receive provision matched to their individual needs.

Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child.

For additional information please see the section on Exclusion in the Appendix.

Equity

In keeping with our 'Equality Policy', we are an inclusive setting in which knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what each child **needs** to succeed.

For additional information please see the school's Equality Policy.

Preventing Bullying

Pupils are encouraged to seek help and advice from adults to support them with any concerns around bullying. They are encouraged to care for the well-being of themselves and their peers, and to report any concerns as soon as they happen, to allow situations to be addressed. This will allow the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through:

- Modelling pro-social behaviour
- Supporting and promoting our school values
- PSHE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others and so on
- Protective behaviours where deemed necessary
- The broader taught curriculum

Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary.

For additional information please see the school's Anti-bullying Policy.

Roles and Responsibilities

The Headteacher will:

- Implement the school's Positive Behaviour for Learning Policy within the school
- Attend refresher training at least annually, to maintain an up to date working knowledge of Therapeutic Thinking
- Review the school's other policies to ensure they align with the Therapeutic ethos and culture
- Update Therapeutic Thinking training for staff at least annually
- Budget appropriately for sustainable therapeutic practices
- Model therapeutic practices and language in all that they do
- Ensure that all staff model therapeutic practices in all that they do
- Promote internal-discipline and self-regulation amongst all members of the school community
- Encourage pro-social behaviour and respect for others

- Regulate Therapeutic practices through effective observation, reporting and monitoring systems
- Review the impact of Therapeutic Thinking on progress and attendance each term
- Address behaviour considered to be 'dangerous', pro-socially and in a prompt and transparent manner, in order to provide protection to all members of the school community

Governors will:

- Attend refresher training at least annually, to maintain an up to date working knowledge to Therapeutic Thinking
- Support the Headteacher and senior leaders to review and redevelop school policies to align with Therapeutic Thinking
- Apply sound financial planning in order to ensure capacity for therapeutic approaches including small gardens
- Model therapeutic practices in all that they do
- Monitor, review and evaluate the Positive Behaviour for Learning Policy through annual reports to the Development Committee
- Include 'climate checks' as part of their planned visits programme to understand the therapeutic culture of the school
- Convene a governors' disciplinary meeting, if required, as a result of a 'dangerous' behaviour incident

Staff will:

- Be a good role model
- Attend refresher training at least annually, to maintain an up to date working knowledge of Therapeutic Thinking
- Ensure that consideration of 'feelings' is at the forefront of every decision
- Follow the school's Positive Behaviour for Learning Policy
- Model therapeutic practices in all that they do
- Know each child by name and fully invest in their individual needs
- Provide transparent information verbally and in written form (dated and signed) to describe both pro-social and anti-social behaviours accurately
- Treat all children fairly and with respect and encourage them to show respect for others
- Raise children's self-esteem through adopting pro-social practices
- Plan interesting and challenging lessons that keep students engaged, encourage good behaviour and are personalised to the individual.
- Create a safe, pleasant, stimulating environment, physically and emotionally
- Apply recommended strategies, language, approaches and scripts to ensure equity for all

Pupils will:

- Work to the best of their ability, and allow others to do the same.
- Show respect for the school and wider community, their learning and their environment
- Communicate and work with other pupils as necessary
- Co-operate with other children and adults.
- Know how to seek support and advice if and when needed;
- Learn how to take responsibility for their own behaviour and work to develop internal-discipline and self-regulation
- Accept 'recovery' time and engage in debrief if an anti-social experience occurs
- Embrace alternatives to a 'traditional' curriculum in order to help them learn better

Parents/Carers will:

- Support the Therapeutic ethos, practices and decisions of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Work with staff to help their child to learn how to self-regulate
- Recognise and understand the context and need for equity in the school and the benefits it can have for all
- Encourage a positive attitude towards education
- Treat members of staff with respect

Before / After-school Clubs

Pupils attending these clubs will be expected to continue the good behaviour we expect during the school day. If a pupil displays antisocial behaviour and does not respond to the usual strategies, staff will speak to parents and the pupil will be given a warning that they may lose their place at the club. If the antisocial behaviour continues, the child's place will be withdrawn.

Monitoring and Evaluation

This policy will be reviewed regularly and will be updated in response to new guidance, legislation and/or development to the approach as necessary.

The Headteacher reports termly to the Governing Board to enable them to monitor and evaluate the impact of the school's policies, practices and procedures.

Associated Policies:

Anti-Bullying; Equalities Policy; Personal. Social, Health & Citizenship; Child Protection; e-Safety;

Management of Policy

<i>School:</i>	This policy is implemented and managed by the Headteacher and all school teaching staff.
<i>Governing Body:</i>	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
<i>Review:</i>	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
<i>Approved:</i>	Summer 2024
<i>Next Review:</i>	Summer 2026

APPENDIX: HOW THE SCHOOL INTERPRETS AND RESPONDS

General expectations of all pupils

- Children will be encouraged to look and listen when others are communicating with them.
- During large group discussions, children will be encouraged to raise their hands before speaking and to develop an understanding of the need to share talking time, respecting the views of others.
- Children will be encouraged not to interrupt others and wait to be asked to speak whilst adults are speaking.
- Consideration for others will be expected from pupils as they move around the school.
- Children will be encouraged to display sensitivity to the needs of others and to treat others as they would wish to be treated themselves.
- Children are expected to be well-mannered and polite to adults, other children and visitors.
- Children are expected to tidy all areas they have worked in and return items loaned to them.
- Children should be smartly and appropriately dressed in the school uniform as outlined in the School's Prospectus.
- Children should not be wearing any jewellery, apart from a watch if they so choose and discreet stud type earrings which need to be removed or taped over for all PE.
- Haircuts should be appropriate for school, avoiding severe styles such as tramlines.

Promoting pro-social behaviour

Our emphasis is on reinforcing pro-social behaviour through:

- Verbal praise and encouragement
- Written praise and encouragement
- Sharing achievements with the rest of the class/another class/another member of staff /whole school assembly (including Headteacher)
- Use of House Points and other forms of recognition such as certificates

Anti-social behaviour

The school identifies anti-social behaviour as:

- Continued and regular disruptive behaviour during the school day, either in class or at other times
- Rudeness and/or open defiance to a member of staff
- Emotional and/or physical hurt to others
- Consistent refusal to work or interact with staff members to resolve problems
- Foul and abusive language
- Defacing the school environment or deliberate damage to property
- Theft of property
- Persistent verbal intimidation of a child or a series of children
- Leaving the school premises without permission

Responding to instances of antisocial behaviour:

All adults in school have made a commitment to responding in a professional and therapeutic way to all behaviour in school. These responses include (not in any order of hierarchy):

- Giving positive praise and attention
- Ignoring what can be ignored
- Redirecting the child causing a problem to another activity (usually effective at playtimes)
- Staying calm
- Focusing on the behaviour not the person
- Having a sense of humour
- Using low-level, unobtrusive interventions, i.e. asking a question to re-focus inattentive children
- Using the language of choice and consequence
- Following any agreed scripts
- Having an agreed hierarchy of consequences

Consequences

Although our emphasis is on the encouragement of good behaviour, realistically there is a need for consequences to antisocial behaviour and to facilitate appropriate behaviour choices. The use of a consequence should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are expected.
- The severity of the consequence is relative to the behaviour.

Consequences may take a number of forms including:

- 'Time out' to calm down
- Discussion with a member of staff
- Move to a separate learning space
- 'Time Out' working in another class
- Withdrawal of privileges
- Stopping portion of break/lunch times
- Request to see parents by class teacher
- Referral to the Headteacher
- Letter to parents
- Suspension
- Permanent exclusion

Exclusions

At Englefield CE Primary School we try to deal with all behavioural issues in an active, positive way. The strategies we employ are aimed at avoiding any issue reaching the point of suspension or exclusion. Suspension and exclusion are consequences that will only be used by the school in cases deemed as serious breaches of the school's Positive Behaviour for Learning Policy.

A pupil may be at risk of suspension or exclusion for:

- Persistent or repetitive disruption of lessons and other students' learning - in such cases the pupil and their parents or carers would have been warned about the consequences of a failure to improve their behaviour
- Verbal or physical assault of another pupil or adult
- Rudeness and/or open defiance to a member of staff
- Extreme misbehaviour which is deemed outside the remit of the normal range of consequences

Types of Exclusion

A suspension would be used to:

- Allow a cooling off period
- Prepare a plan to improve the situation on re-integration
- Emphasise the seriousness of the situation to the pupil and parents or carers.

A permanent exclusion would only be given under extreme circumstances and when the pupil's return would:

- provide an unreasonable risk to the safety of staff or pupils;
- seriously disrupt the education of other pupils;
- threaten to significantly undermine the standard of discipline in the school;
- not have a reasonable chance of achieving any significant improvement and a wide range of strategies have failed.

The Headteacher, or in their absence the Senior Teacher, is the only person with the authority to exclude a pupil, either as a suspension or permanently. Before a decision is made, appropriate time will be given to ensure that the situation or incident can be properly assessed. It would be reasonable to call parents to school to collect their child and for a decision to be made on whether an exclusion is appropriate.

In some extreme cases a decision may be made the following day, however the pupil's parents or carer must be told how and when they will be informed. This delay is to protect the pupil and the school from hasty or ill-considered action and should not be seen as reducing the seriousness of the incident.

Parents or carers will be informed in writing of

- the type and length of the exclusion,
- the reason(s) for it,
- in cases of more than three days how work will be provided for the child,
- the right of appeal and the procedure for reintegration of the child (if applicable).

In the case of a first exclusion the parents and carers will be provided with a copy of this policy.

The Local Authority (via the Educational Welfare Officer) and Chair of Governors, or in their absence the Vice-Chair of Governors, will be informed in writing immediately of any suspension or exclusion.

A suspension of longer than 15 days (or one that takes the total to more than 15 days in a term) will require the governing body's Complaints, Disciplinary & Appeals Panel to be convened to consider the exclusion. Parents or carers will be invited to make written or personal representations. The panel has the authority to overturn the Headteacher's decision and their decision is binding on the Headteacher.

Before a pupil is readmitted to school, consideration should be given to taking appropriate steps to prevent the need for future exclusions. A return to school meeting will be held with the pupil and their parents or carers.

The school will follow updated guidance from the following document: *Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak*

Recording of Incidents

Most incidents of poor behaviour are relatively minor and can be adequately dealt with through minor consequences and without the need to record. Where the behaviour is anti-social, disruptive, persistent, difficult or dangerous, more formal record keeping is required.

Any incident deemed as racially motivated or of a bullying nature, whether verbal or physical, will be brought to the attention of the Headteacher, or in their absence the Senior Teacher, who will follow the West Berkshire Local Authority guidelines on incident reporting using the WEBRISK system.

- ***Classroom incidents***

Significant and/or persistent inappropriate behaviour should be logged by the class teacher in their classroom record book which can be either a handwritten log or an electronic log. All incidents must be dated in full and initialled.

- ***Playground Incidents***

Teachers, teaching assistants and lunchtime staff deal with incidents as they happen. There is a Playtime Incidents book which is kept in the school office.

If any incident is such that the Headteacher is called upon then the incident may be recorded on an incident report form. All incidents reported to the headteacher must be recorded in full, dated and signed.

Any information retained by the school may be shared with parents if deemed necessary.