



Swaffham Primaries Partnership

Working within DEMAT and together across Swaffham Prior and Bulbeck.

'A cord of three strings is not easily broken.' Ecclesiastes



Positive Behaviour Policy

Date Approved: September 2022

Date for Renewal: September 2023

Swaffham Bulbeck Vision

We are a welcoming, inclusive Church school which fosters a love of learning through collaboration. Our Christian values support the nurture and development of relevant knowledge and skills for today's world. As everyone's voice is valued, so everyone flourishes as individuals to reach their potential and to "Shine Brightly"

"Let your light so shine before others that they may see your good works and give glory to your Father who is in heaven."

Matthew 5:16

Swaffham Prior Vision

At Swaffham Prior School, every child can grow and flourish in their learning, produce good things for their own lives and enrich the lives of others. Information, experiences, ideas and feelings are sown not just in lessons but in the whole experience of living and growing together as a community so that children recognise their own gifts and abilities and value the gifts and abilities of others.

"It came up and yielded a crop, a hundred times more than was sown." Luke 8:5-8

Introduction

The purpose of this policy is to provide staff, pupils, parents and governors with a clear guide to principles and practises relating to the promotion of positive behaviour. It aims to create and sustain a positive, supportive and secure environment for all who work in the school underpinned by our school values.

This policy links to the following policies:

- Anti-bullying policy
- Attendance policy (including Children Missing Education)
- Equality policy
- Online Safety and Acceptable Use policy
- Physical Intervention and/or Use of Reasonable Force policy
- Staff Code of Conduct/Safer Working Practice
- SEND
- Whistleblowing policy

It also details our approach to address the abusive behaviours outlined in 'Keeping Children Safe in Education', September 2021.

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo

Our Aims at Swaffham Bulbeck and Swaffham Prior CE School are:

- ❖ To create a happy, welcoming school community where we celebrate uniqueness and all can flourish.
- ❖ That children learn within a safe, caring, purposeful and stimulating learning environment.
- ❖ Staff focus upon providing the highest possible standards of education and upon enthusing pupils with wonder and hope.
- ❖ To inspire children through broad and balanced experiences, enabling everyone to learn, grow and explore the myriad of possibilities that are open to them.
- ❖ Develop a sense of pride, self-motivation, confidence, independence, perseverance and a love of learning.
- ❖ Christian values underpin our peaceful school, and we utilise these alongside a culture of mutual respect, to ensure the happiness and personal growth of each individual.
- ❖ By working in partnership with families, the church and the community, we nurture the whole child and provide a basis for a hopeful future for our pupils to develop into responsible and fulfilled members of society.

Prosocial Behaviour

We are committed to creating an environment where prosocial behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Behaviour Policy guides all staff to teach the importance of prosocial behaviour so that it becomes second nature. It echoes our Christian values of **community and compassion, reverence and respect, hope, forgiveness, peace, thankfulness, endurance and perseverance**. By promoting prosocial behaviour, we are building positive relationships with all our children and those involved closely in their lives.

Communication is key, allowing all children, staff and parents to have the opportunity to talk and listen to each other so that there is a clear understanding of how each feels and the reason for certain behaviour. We believe that it is vital to have a good understanding of everyone's uniqueness and background and how this affects behaviour, both positive (prosocial) and negative (antisocial). It is important to remember that not all causes of negative behaviours are obvious, and may need unpicking and can affect any pupil at any time, for example mental health, family trauma, changes in circumstances. We aim to have a partnership approach to managing antisocial behaviours, and dynamic interventions that support pupils and staff, ensuring self-esteem is promoted at all times.

Our Therapeutic Approach

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. We aim to build a happy and well-disciplined school community, where prosocial behaviour is intrinsically displayed and everyone is valued.

It is the responsibility of every adult in our school to ensure that they and the children have high expectations of prosocial behaviours and this becomes every-day, consistent practice. Where antisocial behaviours are displayed, adults will seek to understand the reason why a young person is presenting such behaviour and unpick why this might be. We promote a therapeutic, restorative approach; following the Cambridgeshire Steps guidance. To enable this, all staff need to know how to promote pro-social behaviours and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff are trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. We understand that behaviour is not something that is mastered at a young age, but instead we recognise that behaviour needs to be continuously learnt. Therefore, we expect pro-social behaviour and explicitly teach and reinforce what this looks like.

"When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look beyond the behaviour, we see that little struggling human, our little humans, who needs our help with something."

Rebecca Eanes

To be successful in this we will:

- ❖ Be consistent in our approach to behaviour and take responsibility for the behaviour of all children within the school.
- ❖ Build positive relationships with all within our school community, including children, parents and staff.
 - Regularly sharing information about children so that all adults (staff and parents) know how to best support those experiencing difficulties.
- ❖ Plan lessons that engage, challenge and meet the needs of all learners.
- ❖ Teach our Christian values and understand how our pro-social behaviour makes an impact
- ❖ Model positive behaviour, showing kindness and mutual respect.
- ❖ Recognise, encourage and praise prosocial behaviour.
- ❖ Uphold a restorative approach, giving children time to reflect, repair and restore.
- ❖ Take account of the individual needs of the children and understand that responses to behaviour may present differently for some children.

What Pro-Social Behaviour Looks Like

At Swaffham Bulbeck we 'Shine Brightly' and at Swaffham Prior we 'Keep Growing' when we show concern for the rights, feelings and welfare of ourselves and other people.

WE ARE SAFE

- We listen carefully
- We are calm
- We make the right choices
- We take care of our school

WE ARE RESPECTFUL

- We are kind, polite, honest
- We think before we speak and act
- We treat others as we would like to be treated
- We show compassion and empathy

WE ARE LEARNERS

- We learn, enquire and think
- We let others learn
- We show resilience and endurance and are not afraid to make mistakes
- We challenge ourselves

Our System of Praise

Success is celebrated and individual and collective achievement valued. Children will be praised for a variety of positive behaviours including good manners, helpful behaviour, showing respect, having a good attitude to their learning and positive play. Children are encouraged to identify their own and others' strengths and to recognise and value diversity. Children are encouraged to value their efforts and those of others. Good models of behaviour are highlighted and reminders of expectations of behaviour given. There is an emphasis on positive reinforcement of behaviour through verbal praise and positive body language which encourages children to behave well and work hard. The achievements of individual children are celebrated in many ways as an on-going process in all aspects of school life, by:

- ❖ Verbal and written praise
- ❖ Sharing success within the school community
 - Displays of work, sharing with other teachers/adults, sharing/celebration assemblies
- ❖ Sharing success with parents/families
 - Post cards home, messages on Class Dojo, end of day comments, parent consultations
- ❖ Promote collective responsibility
 - Points awarded for behaviour that goes 'above and beyond'
 - Whole class achievements

- ❖ Stickers
- ❖ Annual school reports to parents
- ❖ Articles in local magazines and newspapers
- ❖ Year 6 awards

Our System for Managing Antisocial Behaviours

It is important that staff understand that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether an inappropriate behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- ❖ What is the expected outcome of the behaviour?
- ❖ What is the motivation to behave anti-socially?
- ❖ What is the motivation to behave pro-socially?
- ❖ What are the expected consequences?
- ❖ How can the adult impact in the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- ❖ Are there medical or mental health issues?
- ❖ What may be causing anxiety?
- ❖ What may be causing confusion?
- ❖ What is stimulating the young person?

Any adult seeking to support a young person whose behaviour is presenting a challenge can act in a way that can make the situation worse or can calm the situation. It is the responsibility of adults to follow the guidance provided in the Cambridgeshire Steps training to support the young person and this can be achieved through a combination of:

- ❖ Positive phrasing e.g.
 - "Stand next to me"
 - "Put the toy on the table"
 - "Walk beside me"
- ❖ Limited choice e.g.
 - "Put the pen on the table or in the box"
 - "When we are inside, Lego or drawing?"
 - "Talk to me here or in the courtyard"
- ❖ Disempowering the behaviour e.g.
 - "You can listen from there"

- “Come and find me when you come back”
- “Come down in your own time”
- ❖ Use of a de-escalation script e.g.
 - Use the person’s name – “David”
 - Acknowledge their right to their feelings – “I can see something is wrong”
 - Tell them you are there – “I can see something is wrong”
 - Offer help – “Talk to me and I will listen”
 - Offer a “get-out” (positive phrasing) – “Come with me and...”

Teachers will make explicit their high expectations for behaviour and those not deemed pro-social will be dealt fairly and consistently (see table below). We have used three levels to outline difficult behaviours, ranging from low level to medium and then high.

Low Level- Disruptive Behaviours Can be defined as behaviour which disrupts children’s learning on the learning of others.	
Not being SAFE	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Running in corridors ▪ Not following instructions ▪ Not taking care of equipment/belongings ▪ Using loud voices in school building ▪ Not having correct equipment/PE kit 	<ul style="list-style-type: none"> ▪ Positive verbal reminders of the expected behaviours ▪ Positive phrasing ▪ Rehearsing how to be safe e.g. lining up ▪ Communication to parents regarding equipment required
Not being RESPECTFUL	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Speaking unkindly to others ▪ Not listening to instructions and or teaching input ▪ Answering back ▪ Being deliberately careless with property ▪ Putting others down and mocking others 	<ul style="list-style-type: none"> ▪ Adult to model and teach respectful behaviour through conversations with children ▪ Opportunities to discuss school values
Not being LEARNERS	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Not being ready to learn ▪ Distracting others and not allowing others to learn ▪ Calling out in class ▪ Noisy or inappropriate classroom behaviour ▪ Being unaware of when to listen and when to speak 	<ul style="list-style-type: none"> ▪ Completing tasks at a different time e.g. playtime (with adult support where necessary) ▪ Discussion with class teacher/adult about why the behaviour occurred and how it can be improved in the future

Medium Level- Difficult Behaviours Can be defined as persistent low level behaviours, disrupting teaching and learning.	
<ul style="list-style-type: none"> ● May be reported on CPOMs ● Roots & Fruits tools may be used ● Anxiety mapping tool may be used ● Risk Reduction Plan may be implemented ● Use of reflection forms 	
Not being SAFE	Consequences for behaviour

<ul style="list-style-type: none"> ▪ Deliberately not following instructions on how to keep safe ▪ An incident of violence and aggression e.g. kicking, punching, spitting, throwing objects 	<ul style="list-style-type: none"> ▪ Space and time to calm down, before reviewing behaviour ▪ Protective consequences- removal from situation to reflect and work with an adult on how to improve behaviour-reflect, repair and restore ▪ Parents contacted
Not being RESPECTFUL	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Swearing ▪ Name calling (low level bullying behaviour) ▪ Challenging authority ▪ Threatening language and/or behaviour ▪ Damaging property ▪ Deliberate insensitivity to others race, sexual and religious orientation or abilities 	<ul style="list-style-type: none"> ▪ Educational opportunities- discussion about use of language and how to speak respectfully ▪ Temporary removal from group/situation until positive behaviour has been taught/learned ▪ PSHE input with class/group as appropriate ▪ Parents contacted
Not being LEARNERS	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Constantly disrupting the learning in the class ▪ Refusing to participate in class tasks ▪ Regularly wasting learning time for themselves and others 	<ul style="list-style-type: none"> ▪ Differentiated teaching space ▪ Completing tasks outside of classroom time with support ▪ Input from SENCo ▪ APDR with behaviour focus introduced ▪ Parents contacted

High Level- Dangerous or Serious Behaviours

Can be defined as sustained repetition and escalation of medium level behaviours, disrupting teaching and learning and considered dangerous to themselves and those around them.

- Referred to Head teacher/ member of SLT
- Reported on CPOMs
- Risk Reduction Plan implemented
- Use of reflection forms

Not being SAFE	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Violence and aggression resulting in others being deliberately harmed ▪ Absconding from school ▪ Vandalism ▪ Bringing dangerous objects into school 	<ul style="list-style-type: none"> ▪ Escorted in social situations ▪ Protective consequences- removal of a freedom to manage harm ▪ Educational consequences- learning, rehearsing or teaching so the freedom can be returned ▪ 1:1 adult support ▪ Exclusion ▪ Confiscation of dangerous objects
Not being RESPECTFUL	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Bullying ▪ Serious challenges to authority ▪ Discrimination ▪ Racial harassment 	<ul style="list-style-type: none"> ▪ Protective consequences- removal of freedom to manage harm ▪ Education consequences- learning, rehearsing or teaching so the freedom can be returned ▪ Racist comments to be recorded and reported to County ▪ Exclusion
Not being LEARNERS	Consequences for behaviour
<ul style="list-style-type: none"> ▪ Ongoing refusal to do the class tasks 	<ul style="list-style-type: none"> ▪ Differentiated teaching space

<ul style="list-style-type: none"> ▪ Persistent and continuous disruption 	<ul style="list-style-type: none"> ▪ Completing tasks outside of class time, with support ▪ Team Around the Family (TAF) meeting involving parents
--	--

Red Triangle System

A red triangle is situated in all rooms of the school and in the First Aid bags going outside. If there is a behaviour incident in or out of the school building, requiring further adult support, a child will be sent to the office/staff room/nearest classroom carrying the card. They will present the card to an adult who will immediately go to the area designated on the card to assist.

Positive Handling

Only in the most extreme circumstances would reasonable, proportionate and necessary force with the intention of protecting a child from harming themselves or others be exerted. Our concern is the care and protection for everyone within our school community. We always endeavour to handle every situation with care and responsibility. Staff have had training to use reasonable physical intervention as set out below and have agreed to follow the principles of Cambridgeshire Steps regarding handling children in school. The school will always follow our policy and parents are always fully informed about any situation that arises.

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk. The most risk free way is to form a ‘mitten’ shape with the fingers and thumb and place just above the child’s elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back. This can be extended to a more assertive ‘escorting’ position by standing side by side with the child and placing the ‘mittens’ on both of the child’s elbows. The adult’s shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Calm Stance

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – ‘side on’ to the pupil and encourage the pupil to move by motioning with the hand which way to go. Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI)

Very occasionally, incidents may occur where a child needs to be positively handled to prevent themselves or others

from serious harm. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Cambridgeshire Steps Team. There may be a rare occasion where they need to use restraint e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgment (dynamic risk assessment) and ensure that all actions are reasonable, proportionate and necessary. Following any incident such as this, a written record is to be made in the bound and numbered RPI book within 24 hours, the parents will be informed, a risk assessment needs to be carried out and further training given if appropriate. The child will be given the opportunity to record their view and comments on the incident in the RPI book. This will be part of the de-brief process.

Working with Adults to Promote Positive Behaviour

Adults in School

Just as it takes a whole community to raise a child, it takes a whole school to support children with challenging behaviour. All adults are expected to follow the approach set out in this policy in way that is consistent and fair to all children. They should be role models around school, displaying positive behaviours with each other and towards children. Adults will be supported in developing positive behaviour in their classrooms and in managing sustained and/or high level behaviours (as described in the table above). The training needs of adults will be addressed as part of our staff development or as individual needs arise. Staff will be offered time to reflect and debrief following serious, high level incidents.

Partnerships with Parents

We place great value in developing a strong, active and mutually supportive partnership with parents/carers of the children. We ask parents/carers to support the schools Positive Behaviour Policy (which can be found on the school website) as good adult support, both in school and at home, reduces the risk that children will experience poor behaviour outcomes and anti-social behaviour. We understand that working closely and effectively in partnership with parents/carers is key to our children's happiness, achievement and fulfilment and therefore ensures the best outcomes. In order to support children, we expect parents to fully engage in school life and support pupils in line with the Home-School Agreement.

Should parents have any concerns about their child either at school or at home, the class teacher will be the first point of contact. If there are any changes of circumstances at home, that may affect a child's behaviour, it is advisable that school is communicated with. If the concern is of a serious nature, then an appointment needs to be made with the Headteacher or member of the Senior Leadership Team.

Governors

The Headteacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review.