



John Clare Primary School

Inspire - Nurture – Celebrate

Behaviour Policy

Editions and Revisions:

Reviewed	January 2024
Approved by FGB	7.2.2024
Next Review Date	January 2026

Aims and expectations

At John Clare Primary School, we are passionate about having a positive and therapeutic approach to behaviour. This approach to behaviour management has been inspired by the Step On training we have received from Cambridgeshire Steps. This policy outlines the purpose, nature and management of behaviour in our school, in line with Cambridgeshire Steps. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. We aim to promote behaviour that enables children to achieve their potential and develop academically, socially and emotionally. We have high expectations of all our children in relation to their education as well as their behaviour.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a pro-social and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a small number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

At John Clare Primary School we firmly believe that positive experiences create positive feelings and that positive feelings create positive behaviour. The school expects every member of the school community to behave in a considerate way towards others. Our overarching school rule is: 'At John Clare...we take care.'

When we use a therapeutic approach:

- We analyse behaviour rather than moralise about it.
- We look for the root causes from feelings and experiences.
- We model therapeutic practices with all children, adults in school and parents or visitors from outside.
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

This policy aims to help children:

- To grow in a safe and secure environment.
- To become positive, responsible and increasingly independent members of the school community.
- To promote an environment where we help our children to make pro-social choices, subsequently learning that they are responsible for their own behaviour.
- To develop self-belief in their own abilities and pride in their learning (both effort and achievement) and in the school.
- To create a purposeful learning environment where pupils are empowered to strive for their personal best.
- To develop an understanding of the importance of equality and equity.

- To ensure that there is a culture within John Clare Primary School that values all pupils; allowing them to feel a sense of belonging where pupils can seek emotional and wellbeing support from adults.
- To ensure that parents/carers have a pro-active and positive relationship with the school to support the needs of their child(ren).

How we help children learn about behaviour

- Relationships -the more you know about the child, the more therapeutic you can be.
- Role modelling.
- Consistency (not equality).
- Routines with flexible thinking referring to individual circumstances.
- Prioritising prosocial behaviour.
- Planning alternatives to antisocial behaviour.
- Reward and positive reinforcement given freely and unexpectedly, not as a form of bribery.
- Feedback and recognition especially when something has not been asked for.
- Comfort and forgiveness.
- Disempowering unsocial and low level behaviours by focussing on preventative strategies and de-escalating incidents, rather than reacting to them.
- Ensure that behaviours have logical consequences rather than punishments.

Positive language to share with the children what we would like to see.

- Restorative Practice: Reflect, Repair, Restore - follow up the behaviour, it's impact and consequences at the appropriate time, after reflection has taken place/provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

Roles and Responsibilities:

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.

- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Respect and Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

Governors are responsible for:

- Monitoring and evaluating the impact of the Policy.

School Leaders are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child’s behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re- occur.
- Regular training on a whole school basis and for individuals both as part of the school’s induction process and as part of an individual’s training needs.

Staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil’s right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times.
- Liaising with parents about matters which affect their child’s happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of PSHE (including Circle Time) to promote pro- social behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.

- Recording incidents in My Concern, where a child's behaviour is deemed to have a serious effect on themselves and others

Parents and Carers are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or consequences when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school and when updated.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

What is pro-social behaviour?

Pro-social behaviours are actions which benefit the individual and others around them. For example:

- Positive relationships and interaction with peers and adults (tone of voice; body language).
- Acknowledgement of own feelings, using positive language to support their needs e.g. "I can't do this yet", "I'm finding this difficult", "I'm cross/upset that I can't do it/got it wrong".
- Identify, understand and accept mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task.
- Identify, reflect and repair anti-social behaviour choices.
- Respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

Prosocial behaviour acts as a strong motivator in education, for it equips children with a purpose beyond themselves and the classroom. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others, which can lead to disconnection and subsequently can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education.

When teachers make space for prosocial behaviour in education and social learning, then they can illustrate that what children are learning will have a direct impact on the world that they live in. Pro-

social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself. We aim to promote pro-social behaviour through recognition including:

- Giving personalised, private and specific verbal praise and positive feedback.
- Communication with parents/carers to highlight pro-social behaviours.
- Allocation of responsibilities and roles within the classroom and school
- Acknowledgement of demonstrating school values.
- Peers encouraging each other.
- Rewards and praise, including:
 - House Points: children are divided into 4 house teams named after famous English poets. Teachers and other staff members give children house points throughout the day to reward children for being excellent school citizens. House points are collected in a House Point Box found in each classroom and results will be collated by children each week. Each week, a House Point Assembly takes place and House Point totals are displayed in the school reception foyer.
 - Golden Time: each class has a marble jar. When a class has reached their 'Marble Target' the whole class is rewarded with a Golden Time – the nature of the Golden Time will depend upon the age of the children.
 - Positive Posts: A 'Positive Post' is sent home to parents/carers to share a moment of celebration.

How we will approach unsocial or anti-social behaviour

All staff are trained to deal with incidents of unsocial or antisocial behaviour and will follow the agreed procedures. Staff will endeavour to fully establish at the time of the incident all facts leading up to and including the unacceptable behaviour from all parties involved and witnesses. All information relating to the incident will be logged onto the My Concern program.

Consequences:

- Consequence acts on internal discipline; it creates a learning opportunity by directly relating the anti-social behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits of freedom that is directly related to the opportunity to behave in an anti-social way in the future.
- It is essential that there is always an element of restorative practice. We must be able to show how we have helped the pupil develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.
- If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.
- Antisocial behaviour will be addressed using:
 - Positive phrasing
 - Limited choice
 - Disempowering the behaviour
 - De-escalation techniques

- Following an incident of anti-social behaviour, we will focus on enabling pupils time for reflection, repairing and restoring. Such an approach will be tailored to each circumstance to support all pupils as fully as possible.
- Our approach to the management of anti-social behaviour is usually conducted on a session-by-session basis: this enables the children to learn and move forward from any incidents that may occur and continue their day in a positive manner.
- Should a serious incident occur, then a staff member will contact the parents/carers of the child directly by telephone.

Serious incidents

At times there may be occasions where a more serious action may require a consequence that matches the seriousness of the incident that has occurred.

Internal Seclusion is a process that may occur in such an instance, in consultation with parents/carers. Seclusion is a process used as an alternative to formal Suspension/Exclusion where a student is prevented from attending school for a set period of time. In this instance children are educated in an area separately to their peers and supervised by a member of Senior Leadership Team.

A Suspension is where children are prevented from attending school for a set period of time. This is a formal process that is shared with the Peterborough Local Authority. Children re-join their peers following a reintegration meeting to support their needs and discuss a positive new start. It is only as a last resort that a Permanent Exclusion may be considered. In this instance every effort is made to support a pupil in order to avoid this occurring and work done alongside the Local Authority to provide an alternative provision to meet the needs of the child if necessary.

Early Years behaviour approach

As well as a restorative approach, we recognise that young children may need further support to self-regulate, in order to think logically, which includes having visual reminders/prompts. Therefore, we use a traffic light system in Early Years, that is clear, consistent and easy for the children to understand.

Every child starts on the 'green light' each day, and this is reset again to green after lunchtime.

Children will be given reminders of the pro-social behaviour expectations throughout the day, as well as positive praise and reinforcement. We will deal with incidents of anti-social behaviour by giving a verbal reminder for low level disruption behaviours, such as being disruptive during teaching inputs, being unkind to others or exhibiting behaviour that could become dangerous to themselves or others.

If the child continues to demonstrate such behaviours, they will move to 'amber' on the traffic light system. This means they will be moved to another area of the class and will have time to regulate and reflect on their behaviour, with the support of an adult.

If a child is on 'amber' and continues to struggle with their behaviour, they will move to 'red', which means they may be removed from the class to reflect on their behaviour further: parents/carers will be informed of their child's behaviour.

If a child is violent or aggressive, this will result in an immediate move to 'red' on the traffic lights, and they may be removed from the class to reflect on their behaviour further: parents/carers will be informed of their child's behaviour.

Antibullying

The school does not tolerate bullying of any kind. At John Clare Primary School we define bullying as ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g., being ignored or cyber bullying). It may be one person or a group.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and that they feel safe. Each November, the school takes part in 'Anti-Bullying Week' (which is referred to as 'Respect Week') to raise the profile of the anti-bullying message. Further information on our antibullying approach can be found in our 'Respect and Antibullying Policy'.

Off-site activities

During school activities held off site (e.g. trips, residential visits, sporting events etc), if a child's behaviour is causing or likely to cause injury or distress to others then the child's parents/carers will be contacted to discuss appropriate actions. This may include the child attending the activity for a limited amount of time, the parent being asked to accompany the child, parents collecting the child from the activity or other alternative, agreed arrangements. In the event of a child not attending an activity then alternative arrangements will be made in school.

The use of Physical Intervention:

Staff will use positive physical intervention to support children in the following ways:

- Open hands/arms to guide a child to a safe area.
- To give recognition, praise and re-focus to children such as: a high five, a tap on the shoulder.
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug.
- Hand over hand activities, which allows staff to model and support a child using a range of resources and equipment e.g. scissors, PE equipment.
- Moving, handling and self-care e.g. toileting.

This list is not exhaustive and will depend on what is appropriate for the child.

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- To prevent a child from injuring self or others.
- To prevent or stop a child from causing serious damage to property.
- To prevent a child from committing a criminal offence.

Differentiated Response:

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances/needs and these will be considered on a case by case basis.

We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, e.g. a RRP (Risk Reduction Plan). External agencies might include:

- the Peterborough City Council Behaviour Support Team
- an Educational Psychologist
- YMCA Mental Health Advisor
- a member of the Child and Adult Mental Health Team (CAMHS)

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. conscious and subconscious behaviours checklist, Therapeutic Tree, anxiety mapping).

Recording and Monitoring:

Teachers need to log antisocial behaviour onto the school system, My Concern. The class teacher or teaching assistant should communicate anti-social behaviour at the end of the school day with parents/carers in person or over the phone the same day of the incident; this communication will also be recorded on My Concern.

In order to monitor the success of the policy, the Headteacher will monitor behaviour via My Concern weekly and discuss with Class Teachers as needed.

The Headteacher will provide an update on behaviour as part of the Headteacher Report at Local Governance Committee Meetings.

Our strong school ethos and value system underpins everything we do at John Clare Primary School where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe by following the therapeutic approach to behaviour, this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.