

Poplar Street Primary School: Working Together, Aiming High!

Behaviour principles

Introduction

'What you accept becomes acceptable' – Tom Bennett, *Running the Room Companion*, 2021

At Poplar Street Primary School, we aim to create a safe and positive learning environment for all pupils, staff and visitors.

Our policy is rooted in our school's values-based ethos and our core values of the **Three RRR'S**:



- **READY:** to learn, to play, to aspire to the future, to make progress, to improve, to be positive
- **RESPECTFUL:** of each other, of ourselves, of our surroundings, of our differences, of each other's feelings, of everyone's rights
- **RESILIENT:** we keep going, even when facing a challenge. Mistakes are accepted as part of the learning process and perseverance is rewarded.
- **SAFE:** at school, at home, in the playground, in the classroom, online, in our learning, in our play

(Appendix 6)

We base our policy on the five principles of Relational Inclusion:

- ❖ All behaviour is communication
- ❖ If a child could do better, they would
- ❖ We accept all emotions but not all behaviours
- ❖ We identify and address the cause and not the symptoms of behaviour
- ❖ We foster a culture of compassion and repair
- ❖ Good relationships underpin our practice across the school

We believe that every pupil has the right to learn, and every teacher has the right to teach. We expect all members of our school community to demonstrate these values in their behaviour and interactions with others.

Good behaviour is fundamental to success in the classroom for both pupils and teachers. A well-planned and delivered curriculum enables pupils to learn, ask questions, debate, and challenge themselves. Consistently managed behaviour encourages learning to take place. Behaviour expectations are taught, modelled and rewarded. Unacceptable or dangerous behaviours are sanctioned.

Fundamental principles

Our Values-based ethos underpins our expectations for behaviour, we make it easy to behave and hard not to by following the principles of:

- unconditional positive regard for all pupils,
- the use of our core values to underpin our choices, actions and how we reflect on negative choices,
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). Language of choice is used to encourage:
- self-management of behaviour and reflection on behaviour choices made i.e., there are always different behavioural options.

- any poor behaviour is a result of the choices made rather than negative expectations associated with the 'labelling' of a child,
- recognising, acknowledging and rewarding pupils for their positive choices, use of our values and behaviour,
- consequences for negative choices, if appropriate, including using suspension and permanent exclusion,
- ensuring consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour,
- a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly, and firmly.

Responsibilities

We believe that promoting positive behaviour is a shared responsibility between pupils, parents, and staff.

We want our children to manage their behaviours. Our behaviour principles promote positive behaviour. All staff will apply our principles through the school's Behaviour Policy and procedures, at all times of the school day and during all school activities including childcare, clubs, trips, play and lunch times.

All adults working in the school are responsible for reading and implementing the behaviour policy at all times. The headteacher, assisted by the deputy headteacher and wider leadership team is responsible for reviewing and monitoring the policy.

Pupils are expected to adhere to the policy, under the guidance of school staff.

Parents' role in supporting behaviour.

- To make children aware of appropriate behaviours in all situations
- To encourage independence
- To show an interest in all that their child does in school
- to support school values
- to work in partnership with the school to ensure a positive learning environment for all.

If parents have a concern about behaviour, they should initially contact the class teacher and thereafter the Key Stage Lead, then the Assistant Head Teacher. If the concern remains, they should contact the Deputy Headteacher or Headteacher.

Rewards

We use a variety of whole school-based rewards to recognise and celebrate positive behaviour. These include:

- verbal praise
- sharing best work/effort with other adults in school
- stickers
- Do Jo points
- achievement and Ray of Sunshine certificates
- merit badges
- year 6 privileges eg sitting on benches during assembly, supporting with office staff duties

Only rewards listed in this policy will be used, no other systems should be used alongside these, unless a pupil has a behaviour support plan and these have been agreed in advance.

Colour Monsters

In EYFS, the children are introduced to the Colour Monsters through the book 'The Colour Monster' by Anna Llenas.

Each Colour Monster represents an emotion and the children are encouraged to recognise what these emotions feel and look like and relate these to themselves. The children continue to develop their understanding of these emotions as they progress through years 1, 2 and 3. (Appendix 3)



Zones of Regulation

In Year 4, the children progress from Colour Monsters to learning about the Zones of Regulation. Children are supported in recognising where they are feeling within the zones and that all four are acceptable zones.

We then focus on developing strategies to help them move towards or remain in the 'Green zone'

We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their emotional state and provides them with strategies to regulate their behaviour to help them move towards or remain in the 'Green Zone'.

When pupils can recognise their emotions and self-regulate this is seen as a positive response to their behaviour.

What are the impacts and benefits of this approach?

- ✓ Empowered children who can regulate their emotions successfully
- ✓ Improved relationships both within the classroom and at playtimes
- ✓ Support for children's mental health
- ✓ Developing pro-social citizens in our community
- ✓ Improved learning opportunities

Unacceptable behaviour

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop.

Our approach to managing unacceptable behaviour will depend on the nature of the behaviour.

Dysregulation will be approached with Zones of Regulation. Adults will 'connect before correcting'. This is because it is helpful for a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour.

Unacceptable behaviour or dangerous behaviour will always be challenged, no matter how small. Consequences may be delayed to give staff time to investigate and apply once the pupil is calm and able to talk about the incident.

Sexual harassment and or violence is not tolerated here. We recognise that some pupils may not be emotionally aware of behaviour that might be recognised as sexual harassment. All behaviour in this category will be dealt with in line with this policy and the safeguarding policy.

Where consequences/interventions are used, these should be given in a quiet, non-public and low-key way, to protect the dignity of the child. We will endeavour to ensure a logical consequence is applied eg if a child was to draw on a table they would be expected to clean this off.

Acceptable and Unacceptable Behaviour

We encourage good behaviour by:	Unacceptable and dangerous behaviour includes (but not limited to):
Unconditional positive regard for all	Ignoring reasonable instructions
Good classroom management included well-defined routines	Talking when adults are talking Shouting out Answering back, rudeness or aggression
Being calm, fair, firm, clear, consistent, positive and understanding	Making unkind, derogatory remarks Name-calling Huffing/puffing Eye rolling/sulking
Praising good behaviour as it occurs	Stealing Damaging property
explaining and role-modelling the behaviour we want to see	Biting, spitting, hitting and kicking (towards adults or children)
Encouraging the pupils to use and reflect on our core values	Swearing
Explaining reasons for any sanctions	Racist comments
Using brain breaks in class to create a positive climate for learning	Harassment and/or bullying
	Bullying
	Touching others inappropriately (including genitals, bottom)
	Inappropriate online behaviour

Managing Inappropriate Behaviours - Sanction/consequence steps

Step 1 Positive Redirection

For low-level disruption, off task or to prevent children at risk of failing to meet expectations.

- Move closer to the child and use facial expressions or gestures to indicate the desired behaviour
- Check the child's understanding of the instruction task
- Narrate children showing desired behaviour (Mary, is ready and listening)
- Reposition or separate, provide an alternative regulation tool if appropriate
- 30-second conversation with the child, connected to values followed by a short restorative conversation at break time (See appendix 1 – 30-second script)
- Child to be encouraged to use the 'Reset Zone' - designated area/table (classroom or shared area)

Step 2 Final Reminder

For children who have not changed their behaviour in response to earlier steps or for more serious cases of negative behaviour (eg. Pushing in line, rudeness, name calling)

- Describe the behaviour ('Fred, you are still swinging on your chair.')
- Give a final warning, 'I would like you to...sit properly so that you are safe' (relate to one of the three RRR'S)
- Use the phrase, '**This is your final reminder. Do you understand? Think about the strategies that you need to use.**'
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. 'If you choose to continue, you will need to Eg spend time in another space of the classroom or with another adult for a few minutes to Calm down, breathe, be ready to learn (always supervised)
- Teachers to consider whether the 'Reset Zone' should be offered again in this step.

Step 3 Classroom

For children who have not changed their behaviour in response to the warning.

- Child is given time to reflect by moving them to an alternative part of the classroom to regulate their emotions etc without causing disturbance.
- Restorative conversation, if necessary, before returning to own seat
- When the teacher feels that the child is regulated, he/she can return to the lesson.
- If not or if child refuses to move, move to step 4

Step 4 Year group colleague

For children who have not changed their behaviour in response to the warning.

- Child spoken to quietly and discretely and asked to move to an alternative classroom. Teacher to explain why, linking this to the three RRR'S.
- Teacher to explain how long they need to be there for and why, eg 'You need to stay in the other classroom for the rest of the session because...' (allowed out at break time with the class they are with)
- Child taken to year group colleague with work. Reflection log completed from Year 2 upwards (Appendix 5)
- In Foundation Stage, child should move to either Nursery or Reception as appropriate (if child refuses to move, staff to contact a member of SLT via walkie-talkie or telephone)
- Child to remain, at most, for the rest of the session, without causing a disturbance. In the Foundation Stage, the children will be supported to regulate and return when in the 'green' zone (appropriate to age and level of child's understanding)
- Follow up with restorative conversation (See example in Appendix 2).
- The child's class teacher records on Arbor, not the receiving teacher. Arbor automatically sends to parents

Step 5 SLT

For children who have not changed their behaviour following previous steps or for the most serious breaches of school rules (eg hurting another child) the following may apply:

- Child escorted to a member of SMT/SLT (SMT then AHT then DHT and finally HT)
- Rest of morning or afternoon spent working alone without causing a disturbance
- Notification sent to parents/carers via Arbor informing them of an internal exclusion
- Time to talk about what has happened with adult: think over what happened, repair damage, agree next steps
- Agreed behaviour support plan for reoccurring students involving understanding triggers put together by the class teacher, Tas, SLT, SENDCO parents and outside agencies as required
- Risk assessment if necessary for hazardous behaviour and plan for triggers
- Interventions: behaviour support and accommodations, therapies, observations by therapists, assessments, etc
- **Exclusion:** if there is a risk of harm to others either children or staff, this will be considered

Physical Intervention

We recognise that some pupils have additional needs and may require additional support to manage their behaviour. We have an identified team of staff who are trained to use Team Teach de-escalation techniques to help support pupils, including those with special educational needs.

In certain circumstances, it may be reasonable, appropriate, proportionate and necessary to the situation to use physical intervention to keep everyone safe. Some members of school staff are trained to do this; however, in an emergency, legally any member of staff has a duty of care to intervene when necessary.

Parents would be informed in this instance.

Consequences

Why do we have consequences instead of punishments?

‘You can’t teach children to **behave better** by leading them to **feel worse**. When children **feel better** they **behave better**’ Pam Leo – Connection Parenting

The use of consequences focuses on repairing the harm done rather than using punishment to assign blame and shame. We support children to think about the impact of their actions and to develop strategies to deal with situations more positively in the future

We recognise that not all behaviour can be managed through self-regulation strategies and that some behaviour is inappropriate and/or dangerous. This behaviour will receive sanctions and may involve:

- Discussion with staff and people affected to understand the impact of their actions
- Pupil reflection either verbally or in written form during break time
- Rebuilding relationships through restorative follow-up conversations (instigator and victim) writing a sorry letter, drawing a picture, giving a verbal apology, helping to repair a broken model
- Additional teaching time of expected behaviours for short moments during break times
- Expecting incomplete work to be completed at home
- Restorative justice sanctions eg mopping the floor after flooding the toilets

Repeated dangerous or unsafe behaviour may result in a child not being allowed on trips or residential

Exclusion

In very serious circumstances or where all other appropriate avenues have been explored and exhausted, the Head Teacher may decide that internal or permanent exclusion may be required. This can be a serious single event or an accumulation of incidents that have caused serious disruption to the learning or safety of other pupils. These decisions are made when they are reasonable, proportionate and necessary. Exclusions will be recorded on Arbor by a member of SLT

Please see the Trust Exclusion Policy for more information.

Recording behaviour rewards and sanctions

Teachers will record rewards on Do jo and behaviour incidents on Arbor. Parents will be automatically notified of both. This provides transparency and allows parents to support our behaviour policy.

Pupils with Additional Needs

Our school understands that some children may for whatever reason lack the ability, development or understanding to make the correct choices available to them to regulate their behaviour. For these children, the normal rewards or sanctions procedures may not be appropriate.

In these circumstances, we will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed to establish possible causes and form a partnership of support. For these children, the school has a range of interventions, resources and strategies that will be utilised to ensure the child has access to learning while maintaining an effective learning environment.

Regular communication between home and school as well as with the child regarding progress is essential. This can be achieved by speaking to parents face-to-face, the use of phone calls, Arbor, home-school communications book, certificates and stickers.

Good Practice

The quality of teaching and the organisation of the physical environment have a significant effect on children's behaviour.

Always:

- Create an appropriate, interesting, engaging and attractive classroom environment
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect
- Make sure the children know what they are doing and that their work is matched to their ability
- Be aware of what is going on around you
- Try to avoid long queues in the classroom

Remember:

- Not to take it personally
- Never shout, stay calm
- Never use blanket punishment
- Model the behaviour you expect from the child
- Be consistent
- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Use humour
- Do not use sarcasm
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
- Our children are learning how to behave appropriately and it is our job to teach them

Display

Classrooms should display:

- School values
- Colour monsters or zones of regulation as age appropriate
- 'Reset Zone' (Appendix 7) to indicate where children will sit to reflect (alongside the 'Reset Zond toolbox')
- Managing Inappropriate Behaviours Steps 1-5 (clearly displayed to support visitors to school eg supply teachers)

Our policy and procedures guide decision-making by staff. The headteacher and/or deputy headteacher may use their discretion to adjust the implementation of this policy and procedures on a pupil-by-pupil and/or incident-by-incident basis.

Appendix 1 – scripted conversations

The 30-second script. (Steps 1 and 2) This happens quietly next to the child:

- I can see that you are ... (having trouble getting started/struggling to get going/wandering around the classroom/using bad language/answering back)?
- It was the rule about ... (being ready/being respectful/working hard/keeping everyone safe) that you have broken
- Do you remember last week when you ... (got on with your work and did that fantastic writing/chose to line up smartly/were really kind to)?
- That is who I want to see today...
- Thank you for listening.

Walk away

The script must be performed quietly, next to the child and without emotion. Your tone must be reassuringly consistent with body language. You shouldn't engage in conversation.

Appendix 2 – Restorative conversations

The Restorative Five:

This should start after the pupil has had time to regulate their emotions using zones of regulation.

Five questions are enough. Two may be more appropriate for younger/some children. Choose your questions from the menu below. Support can be offered in terms of scaling – on a scale of 1-10 how angry/upset/frustrated were you feeling?

1. What happened?

Listen carefully and avoid the temptation to interrupt or disagree.

Give your account from your perspective without judgment.

2. Listen to other perspectives.

Adult gives own account from their perspective without judgement, based on evidence.

3. What are you thinking now?

This opens doors that might allow the child a change of attitude. They may need support to identify thoughts and feelings.

4. How did this make people feel?

This ensures children see a link between their behaviour and the feelings of others.

May need encouragement to see that others apart from themselves have been affected. At this point, we are teaching them to use their conscience.


5. What can we do to put things right?


Resist the urge to guide the answer towards an apology. (If an apology is made grudgingly, accept with enthusiasm). Support the child to visualize a similar situation in the future and how they might react.

Appendix 3 – Colour Monsters

The Colour Monsters

Today I am feeling ...	
 <p>HAPPY</p>	happy
	cheerful
	excited
	delighted
	positive

Today I am feeling ...	
 <p>SAD</p>	sad
	upset
	unhappy
	miserable
	gloomy

Today I am feeling ...	
 <p>ANGRY</p>	angry
	annoyed
	furious
	bothered
	livid

Today I am feeling ...	
 <p>CALM</p>	calm
	chilled
	relaxed
	peaceful
	rested

Examples of Sentence Starters/responses:

CHILD	ADULT
'It wasn't me'	'I hear what you are saying'
'But they were doing the same thing'	'I understand'
'I was only....'	'Maybe you were ...and yet...'
'You are not being fair'	'Yes, sometimes I may appear unfair...'
'It's boring'	'Be that as it may....'
'You are a...'	'I am sorry you are having a bad day'

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone.
What can you do to be happy, calm and ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help

Reflection Log



Name:

Date:

What happened?

What was the negative choice made?

Which school value do I need to work on? (circle)



How can I make a positive choice in the future?



Our School Values

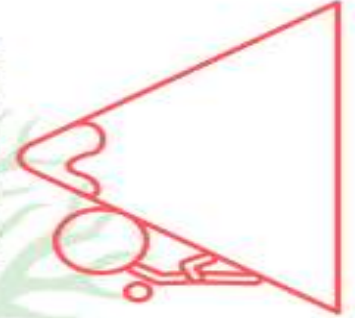
Ready



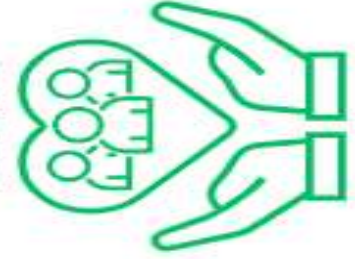
Respectful



Resilient



Safe





Reset Zone

It's okay to have feelings



How do you feel today?

