LINCOLN ANGLICAN ACADEMY TRUST
DIOCESE OF LINCOLN

"I can do all things through Him who strengthens me."

Philippians 4:13

Positive Behaviour Policy

Weston St Mary
CE Primary School

Reviewed by:	Date:	Changes made:
SLT and GB	December 25	Introduction amended to include Unconditional Positive Regard - Policy approved by full Governing Body
AM and GB	10.12.24	No amendments - Policy approved by full Governing Body
GB	12.1.23	Policy approved by full Governing Body
AM	07.11.22	Policy renamed to Positive Behaviour Policy Removed Covid Appendix Added introduction Amended school rules Amended rewards and sanctions Added risk assessments, parent/carer involvement, suspensions, support for staff, lunchtime behaviour, transition, prohibited items, monitoring, child-on child abuse, bullying and other information required from guidance Added Trust behaviour principles

Schools serving their communities through excellence, exploration and encouragement within the love of God

LAAT TRUST STATEMENT OF PRINCIPLES

As a Trust we have strong beliefs about how pupils should be treated and although each school will have its own local Behaviour Policy, below, is our blueprint for what we expect in our schools and our approach to supporting an inclusive and kind experience for pupils.

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil.

In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of selfworth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some

children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.

INTRODUCTION

Our church school inspires everyone to believe in their ability to succeed through learning in a joyful and encouraging Christian atmosphere. We encourage our children to learn as much as possible and achieve their individual potential whilst developing respect and consideration for others. We have the highest expectations of children's learning and behaviour and encourage all children to have high aspirations. Our guiding vision is that 'I can do all things through Christ who strengthens me.' Philippians 4:13.

The purpose of our behaviour policy is to ensure that every member of the school community feels valued and respected, that each person is treated fairly and well within a calm, safe and supportive environment. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way.

In any effective behaviour policy, the primary aim must be to promote good relationships, so that children, staff and parents can work together with the common purpose of helping everyone to learn and thrive. Our approach is rooted in the idea of positive regard: a term used to express our deep commitment to supporting each pupil to the fullest extent. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. Specific rules to support polite, considerate, orderly and 'on-task' behaviour will be explained to children and young people regularly to ensure all are clear re expectations. Good behaviour will be defined carefully by example and praise; as well as through assemblies, PSHE and other classroom discussions. Pupils will be helped to understand that the school values – respect, courage, forgiveness, hope, compassion and perseverance – represent personal qualities to which they should aspire.

Our behaviour policy outlines how we expect children and adults to behave in order to ensure children are calm, safe and showing positive attitudes to their learning. It was informed by the DFE guidance "Behaviour in Schools: Advice for headteachers and school staff" published in September 2022.

OBJECTIVES

1. All members of the school community will be encouraged to have due regard for their own and others safety

2. All members of the school community should be aware of others feelings and demonstrate respect for others, self-discipline and a proper regard for authority

3. Pupils will be explicitly taught what good behaviour looks like and they will be reminded about this regularly

4. High standards of behaviour will be set by the staff for children to observe.

5. Praise and encouragement will be given whenever the pupils show good standards of behaviour and when work has been done to the best of a child's ability

6. Consequences will be clearly communicated and understood by pupils, parents and staff

7. It will be made clear that children who need to share worries or require extra support can find guidance and help within school

8. The school will work to prevent all forms of bullying and deal with any reports of bullying promptly and effectively

9. Pupils will complete their learning tasks

SCHOOL CHARTER

The following rules are regularly revisited and used in conversations about behaviour:

- We follow instructions.
- We try our best in every lesson and do not disturb the learning of others.
- We use kind words and actions.
- We show respect for others and their property.
- We look after our school environment and equipment.
- We live out our values of respect, hope, forgiveness, compassion, perseverance and courage

THE CURRICULUM AND LEARNING

Positive behaviour reflects the values of our school, readiness to learn and respect for others. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Routines are used teach and reinforce the behaviours expected of all pupils, these are simple for everyone to understand and follow.

Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy).

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child.

CHILDREN REQUIRING SUPPORT

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class expectations. Individual strategies will therefore need to be implemented to support them, led by the school's SENDCo. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies. If a child's behaviour is causing serious concern his/her parents help will be sought at the earliest opportunity.

PRAISE AND CELEBRATION

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

This can be done in the following ways:

1. Members of staff will give verbal approval, stickers and team points.

2. Children will be sent to the Head teacher in recognition of good behaviour. Head teacher Awards stickers may be presented to them.

3. Children may be praised in front of the class or school.

4. Children will be chosen to be Star of the week either for behaviour or attainment and awarded with a certificate in collective worship.

5. Children will be celebrated for good behaviour and manners, at lunchtime, by receiving tickets that will be placed in a jar. Tickets will be pulled out of the jar and these children will be on the top table on Friday lunchtime.

CONSEQUENCES

1. At our school, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour and the harm caused, that then contributes to the situation. We call these 'educational consequences'.
2. When a child is not demonstrating positive behaviour, staff will:
3. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
4. Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
5. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
6. Give a positive reminder of the class rules which need to be adhered to.
7. Give a verbal warning that includes a reminder of consequences.
8. If behaviour persists, a change is made e.g. the child is moved within the classroom, to different table to complete the task or asked to change their play activity outside and a second verbal warning is given.
9. If behaviour persists an educational consequence is given at this time and parents informed, the incident will recorded on CPOMS.
10. If behaviour persists after the educational consequence, a member of the SLT may be asked to become involved.

Consequences are only given to children who fail to follow the school rules or expectations.

Whole class sanctions or consequences are not used.

WHEN FACED WITH CHALLENGING BEHAVIOUR

Some behaviours exhibited can be more challenging. We use the Cambridgeshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- 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 why you are there – "I am here to help" Offer help – "Talk to me and I will listen" Offer a "get-out" (positive phrasing) – "Come with me and….."

HIGH LEVEL INAPPROPRIATE BEHAVIOUR

A child will be sent straight to a senior member of staff and parents/carers will be contacted, as a result of the following high-level inappropriate behaviour choices:

- offensive or prejudicial language
- intentionally, physically hurting another child or adult
- aggressive behaviour towards an adult

The behaviour above will incur a consequence which will be discussed with parents/carers, this may be an internal seclusion (child works separately from their class for a fixed period) or in rare cases a fixed term suspension (see below).

SUSPENSION

Serious incidents may result in a fixed term suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting may be held with the parents and child on their return to school.

PROHIBITED ITEMS

Prohibited Items outlined in our policy in accordance with the, 'School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.' are banned by the school and the Behaviour Leads have a statutory power to search pupils or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item as listed below:

- knives or weapons;

- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- electronic cigarettes
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property;

REMOVAL

There may be occasions where a child is removed from their classroom and they are required to spend a limited time out of the classroom for serious disciplinary reasons. The child will be removed to a safe learning space with a member of the Behaviour Team overseeing the support. The child will be informed as to why they have been removed and parents will be informed on the same day. Reintegration back into their classroom will be planned, supported and overseen by a member of the Behaviour Team.

RISK ASSESSMENTS

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.

- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.

- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

REFLECT, REPAIR AND RESTORE

- Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult.

- The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)

- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Where possible, restorative techniques will be used to resolve conflicts between children in order that they learn to disagree well.

LUNCHTIME BEHAVIOUR

The expectations for behaviour at lunchtime are the same as for any other time of the school day. Children will be supervised by Lunchtime Supervisors who will be responsible for resolving any minor problems. Inappropriate behaviour should be managed by clear verbal warnings followed by an educational consequence if the inappropriate behaviour persists. This incidents should be recorded on CPOMS.

In all serious or persistent cases of misbehaviour at lunchtime, the school will work closely with the parents/carers and children concerned to ensure that the children learn to behave in an appropriate manner.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Poor choices of behaviour outside of school premises e.g. school visit, school residential etc. will continue to be managed within the current behaviour system and necessary consequences will be implemented. Where poor choices of behaviour, including social media choices, happen off school premises but not within a school visit, the school will take steps to support the children involved as it often affects behaviours in school. This can be when children are travelling to and from school, when wearing our school uniform or identifiable to the school. In addition, if there is any threat to another pupil, member of staff or if the behaviour is likely to adversely affect the reputation of the school. Parents will be notified of any such information and support the school is able to offer.

PUPIL TRANSITION

Pupils joining the school will receive induction from their class teacher on the school's behaviour system including rules, routines and consequences.

TRANSITION TO A NEW SCHOOL

All CPOMs information will be sent to the forwarding school. Where necessary, the Behaviour Lead/s will make a call to the receiving school's senior leadership team member to ensure a positive/successful transition.

CHILD ON CHILD ABUSE

Please see our Child on Child Abuse policy for measures to prevent such abuse and the response to incidents.

BULLYING

Any form of bullying at Weston St Mary C.of E. Primary School is not tolerated. Bullying is defined as emotionally or physically harmful behaviour which is:

- Persistent (usually repeated over time)
- Premediated (planned, deliberate hurtful behaviour)
- Power-Based (involves an imbalance of power)

All incidents of bullying, prejudicial behaviour and use of derogatory language are dealt with in accordance with the school's Anti-Bullying Policy.

PARENT/CARER INVOLVEMENT

Parent/carer support and involvement are essential in all aspects of the school. We all have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals. Where there is a problem with behaviour, active support from home nearly always improves the performance at school.
Good communication between home and school are crucial to the success of this policy. Meeting parents at the beginning and end of the day is one of our primary methods of communication. Parents/carers with concerns about their child's behaviour at school are encouraged to raise them with the class teacher in the first instance.

SUPPORT FOR STAFF

It is recognised that dealing with behaviour can be very demanding of staff. Dealing with difficult behaviour is the collective responsibility of all the staff in the school, not just the teachers immediately concerned with a child. On occasions it may be beneficial to hold a conference with all those people involved, to express concerns, show empathy, allow the child to speak, clarify expectations and rules and state expected behaviour. Also, discussions could take place about the level of support to be given and by whom. There will be a need for another meeting, to monitor progression and the next step forward.

LEADERSHIP AND MANAGEMENT

Designated Behaviour Leads: Executive Headteacher (EHT), Head of School (HofS) and Chair of Governors (ChofG)

Behaviour Team: EHT, HofS, SENDco and DDSL

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

Within the induction process, all staff are given access to the Behaviour Policy, KCSIE – PART 1, Child protection and Safeguarding policy, including logging of behaviour incidents to ensure consistency throughout the school from the day of induction.

Continuing professional development is accessed where a need is identified, during Inset days under safeguarding as an agenda item, through 'lessons learned' following any school/local or national

incidents where behaviour is a significant concern. The school provides debriefing for significant behaviour incidents and will seek external support where necessary

MONITORING

Behaviour incidents will be monitored half termly by the SLT and reported to Governors and staff, suspensions are also reported termly to the Governing Body.

Review Date: December 2025