



Positive Learning Behaviour Policy

2023/2024



Positive Learning Behaviours Policy- Raddlebarn Primary School

The School's Vision and ethos:

"Success for All"

At Raddlebarn we value every child's journey and believe in '**Success for All**'. The happiness and well-being of our children underpins everything we do. We understand that to do this we need to provide an environment where children feel happy, safe, listened to and respected so that they can make progress in their learning.

We do this by providing an inclusive, welcoming, attractive and stimulating environment which is calm, supportive and child friendly. The needs, best interests and welfare of children are at the forefront of all that we offer. Our school is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

Aims:

We believe that all our pupils should be treated equally and taught key skills in order to:

- feel happy, safe, secure and successful in an environment that promotes learning and well-being.
- build, foster and repair relationships so that they are able to act and respond in a restorative manner creating positive relationships.
- work collaboratively with open minds, speaking honestly by questioning and reflecting.
- develop positive learning behaviours which allow themselves and others to make academic progress.

Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers. This is taught, modelled and reflected upon throughout lessons including PSHE/wellbeing; character education; circle time; as well as through class assemblies. The aim of these are not only to teach long and short-term strategies to support well-being and happiness but also to teach the expected behaviours, to learn and function socially.

Rules, Rights and Responsibilities

At the beginning of every year, every class sets up a class charter around classroom expectations. These are based on UNICEF rights of the child specifically:

- **Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

- **Article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law
- **Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.
- **Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 30** (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

These are shared with pupils to help develop their class charter, in doing so the pupils also discuss their own responsibilities as well as others. These are reflected and reviewed throughout the year.

Roles of staff and parents/carers

Learning and character behaviour development

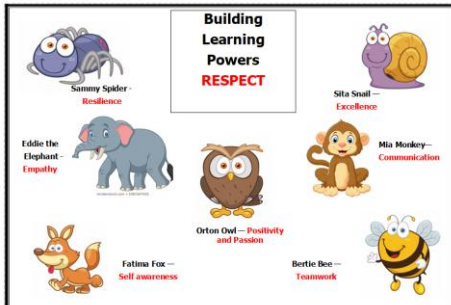
Through different lessons, modelling, reflecting and teaching of learning behaviours takes place. These weave through and complement the school values.

School values

January	Independence
February	Caring
March	Belief
April	Freedom
May	Perserverance
June	Honesty
July	Reflection
September	Responsibility
October	Respect
November	Friendship
December	Peace

Learning behaviours

Linking with the school's values the children are encouraged to use the learning powers (behaviours) below.



Creating Positive Relationships (Restorative)

At Raddlebarn, we place emphasis on building good relationships. This is intrinsic and underpins every aspect of school life. It is also an opportunity for pupils to express how they are feeling at the earliest opportunity and therefore de-escalate problems. As well as this, children develop an emotional awareness of themselves and others to become emotionally literate. Pupils are encouraged to tell staff and each other if they have a problem.

This is achieved through:

- CiCo time – check in, check out, this is an opportunity during register time, pupils verbalise how they are feeling expressing this as a number to 5. All staff use Cico strategies.
- Circle time.
- PSHE curriculum.
- Assemblies.
- Problem solving circles and problem-solving script.
- Displays promoting emotional literacy.
- Mediation.
- A restorative problem-solving script which adults' model then children learn to use themselves.
- Relaxation and mindfulness techniques.
- Interventions around self-regulation, Myg and Me, (Autism), Volcano in my Tummy and other books.
- Our well-being book library.

As part of this programme we support the children to:

- **R**ecognise emotions in yourself and others.
- **U**nderstand the causes and consequences of emotions.
- **L**abel emotions accurately – if you can name it you can tame it.
- **E**xpress emotions appropriately.

- **Regulate emotions effectively.**

This approach is known as **RULER** .

The children are taught these skills through a series of tools, such as mood thermometers which help build emotional awareness and understanding.

Other tools include the class charter. The class charter is written and displayed by each class every year. This identifies the feelings and associated behaviours children wish to see in their classroom. Charters are a powerful tool to ensure personal and social responsibility. They help everyone be the best version of themselves.

Encouraging Positive Behaviour

The use of praise and positive encouragement is to be used to promote the appropriate behaviours. Children are given praise on an individual and group basis through:

- Verbal praise.
- Positive body language (e.g thumbs up).
- Identifying positive behaviour within praise.
- Messaging parents through on-line Marvellous Me app.
- Awarding pupils, a badge linked to our school values/learning behaviours (Marvellous Me).
- Constructive feedback of work – given for positive attitude, effort and achievement.
- Special mentions/gold book.
- Weekly class attendance awards or improved attendance awards.
- Positions of responsibility such as prefects, play leaders, peer mediators, school council, eco council, arts ambassadors.
- House points using school house point system

Dealing with inappropriate behaviours (Appendix 1 for chart breakdown)

'An emotionally led response to bad behaviour should always be resisted... great teachers recognise the counter-intuitive and shift their behaviour to achieve the best outcome for everyone.' Paul Dix
When the Adult Changes Everything Changes

We have a graduated approach to behaviours that are inappropriate. Inevitably, there are consequences, when school rules are not adhered to the consequences are applied consistently. However, the context and circumstance of each case may allow some flexibility, as often pupils are communicating an unmet need when they are doing so. However, a justifiable explanation should be given for this approach.

A positive approach will be made to negative behaviour, by praising the good behaviour expected from neighbouring children. For example, "Everyone needs to put their books away" and "well done to those who have done so first time". In this way, expectations are re-clarified.

It must be emphasised that it is the primary responsibility of all staff to deal with discipline situations as and when they occur, then communicating this to their class teacher. We employ the following consequences at Raddlebarn:

- The teacher will use non-verbal cues, forms of questioning, gentle reminders to redirect to the learning where possible and help the pupils visualize what they should be doing. e.g "Do you need any help, where are you now in your work? You seem to have stopped working. Have a go, then I will come and help you in a few minutes." "What should you be doing now?", "Where do you need to be?"
- Reviewing the environmental conditions by moving another child, ensuring there is adequate ventilation in the room etc.
- The child may be asked to miss some play time if the reason for incomplete work is due to their own inappropriate behaviour (this should be personal and not used as a whole class consequence). This is a time to reflect and articulate how they can "put it right" (no more minutes than the child's age).
- The child, after being given a warning, can be given time out in the classroom (number of minutes related to their age, e.g. 5 years = 5 mins). During this time children can be asked to reflect on their behaviour in order to put it right and restore the relationship/situation.
- Inappropriate behaviour at playtime or lunchtime may lead to 'time out'. This is an opportunity for children to reflect on their behaviour with their teacher using the restorative approach.
- Class teachers should seek an informal meeting with the parents at the end of the school day by contacting them at the end of school. If not available, a telephone call home will be made.
- Parents should be contacted by the class teacher (initially), then the phase leader, and only after everything has been followed up it will be referred to a member of the Senior Leadership Team when dealing with persistent low-level behaviour.
- During discussions with the parent it may be felt the child may be supported by a reward chart to improve behaviour in lessons or outside. This will be phrased positively and targeted at the behaviour required. Alternatively, other strategies such as comic strip conversations.
- If this does not have the effect this may need to escalate to phase leader report or senior leader report. The intention of these is to be short term intervention to support the child. This can be used alongside other support mechanisms such as social stories.
- If the behaviour is persistent or a severe concern, then a referral will be made to the inclusion team. This may lead to an Individual Behaviour Plan (I.B.P.) being written. An outside agency being involved might be needed depending on the child's needs.
- All behaviour issues that have required time out will need to be recorded on CPOMS*. Low level incident for time out in class, High level incident for time out in another class.

* CPOMS is an electronic safeguarding recording system.

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Adults promoting positive behaviour

Adults' responses should model the restorative approach. Calm and responsive, modelling expected behaviour from pupils, building positive relationships with the children.

Any response to inappropriate behaviours will be dealt with using the restorative approach (see [see](#) appendix one). Response to inappropriate behaviours will be private and non-emotional. Any consequence that needs to be used will be explained to the child. Staff need to ensure they are not "gushy" in their response (known as marshmallowing) as this will lead to overreliance of attention from the child.

Adults in school need to ensure they are not overly emotional in their response to pupils and always separate the behaviour from the child. Describe the behaviour and its impact rather than using words such as "That's disgusting/naughty etc". Instead, try "I saw that you had flicked the pencil across the room and that is not the expected behaviour".

Teaching staff will follow procedures and systems set in place to ensure consistency and to support school expectations (see This is how we do it for systems and procedures).

Lunchtime behaviour

As with other adults around the school supervisors need to model the restorative approach (see above.) They will ensure that they deal with incidents proactively if they arise. When seeking positive behaviours they will use:

- Verbal praise.
- Positive body language for eg. thumbs up.
- Specific praise.
- Award one child (per class) a lunchtime badge – through the Marvellous Me app.

When dealing with inappropriate behaviours they will initially use the problem-solving script (restorative approach) and help pupils to resolve the issue. If this requires a consequence, then they will be given time out with a supervisor. If further support is needed, then the appropriate phase leader will be consulted. If the behaviour is persistent or a severe concern, then a member of SLT will be consulted and maybe a referral to the inclusion team if required.

Co-operation between School and Home

Relationships between staff and parents are a vital ingredient of this policy. Positive co-operation between school and home will be key. It is expected that parents will support the teacher when in front of the child. If a parent is concerned about an incident in which their child has been involved, it is important that they speak to the class teacher to discuss the issue. It is far better to establish the facts than allow worries to undermine the relationship between home and school.

Bullying

Raddlebarn has zero tolerance for bullying – this is an unacceptable form of behaviour and it will not be tolerated. For further information on this please refer to the anti-bullying policy.

Racial/ Homophobic incidents

Raddlebarn does not tolerate Racism and /or Homophobia in any form. Each incident is taken seriously and is dealt with in the same way as bullying. All incidents will be fully investigated, and parents will be informed. Any incidents of Racism or Homophobia are entered into our electronic incident log – CPOMS and these are reported to the LEA. Staff teach pupils about equality of all, this includes providing opportunities for pupils to discuss their thoughts and feelings through RE and PSHE lessons, assemblies, circle time and collective worship.

Positive Handling (Team-Teach)

In very rare circumstances a member of staff may have to restrain a child school staff may have to use restraint techniques, this will only be used as a last resort. This is in line with government legislation- The Education Act (Section 93, Education and Inspections Act 2006).

Team-Teach is a behaviour management strategy that aims to use de-escalation and behaviour strategies as a response to challenging behaviour. On occasion, this may include restrictive positive handling techniques. All class-based adults in school have received 'Team-Teach' Positive handling training. Team-Teach is designed to reduce risk and safeguard people.

As a team Team-Teach school, we recognise that:

- The large majority of crisis situations are resolved through calm, controlled, dignified and skilled de-escalation strategies without physical intervention.
- Physical intervention should be a last resort.
- It should use minimum force and time.
- Restrictive physical intervention techniques should be gradual and graded, suitable for the situation, task and individuals involved.
- Techniques need to allow for verbal communication – utilising positive relationships.
- Techniques should prevent injury, pain or distress. Individuals need to know that people care about them and do not want to hurt them.
- Following a restraint, there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed are to be reported, recorded, monitored and evaluated on CPOMS.

Team-Teach is governed by the British Institute of Learning Difficulties (BILD) code of practice. For further information, visit www.Team-Teach.co.uk.

APPENDIX 1 ~

What is Peacemakers (restorative approach)?

Peacemakers is an approach that helps everyone involved in an incident share how they are feeling about it, how it has affected them and what has happened. By going through this process, everyone is able to put right what went wrong whilst feeling listened to. It can bring those harmed by conflict and those responsible for conflict into communication. This helps us build good relationships and gives everyone involved the skills needed to resolve problems, begin to repair harm and find a positive way forward. Using this method allows both children and adults to become more independent and develop empathy for others.

Restorative script (for adults supporting children when resolving issues)

How do we help children to actively solve problems?

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What do you think now?

Who has been affected or upset by this and how?

What needs to happen to put this right? /Move forward?

In EYFS pupils and or pupils who need additional support may need guidance using this approach and will often need behaviours and responses modelling and scaffolding answers to support.

APPENDIX 2 ~ Behaviour system (consequences)

Entry	Action	By whom
Check environment	Reviewing the environmental conditions by moving another child, ensuring there is adequate ventilation in the room etc	Member of staff in class
Initial	The teacher will use non-verbal cues, forms of questioning, gentle reminders to redirect to the learning where possible and help the pupils visualise what they should be doing. e.g "Do you need any help, where are you now in your work? You seem to have stopped working. Have a go, then I will come and help you in a few minutes." "What should you be doing now?"; "Where do you need to be?"	Member of staff in class
Verbal Warning	Quiet reminder /warning to child about expected behaviour. Relate to 'Put it right'. Remind child of further consequence if needed. Discuss with child after reason for consequence and reflection and describe what expectation is moving forward	Member of staff in class
Time out in class	If behaviour continues then time out maybe needed within class. This a period of time a child is given to reflect on their behaviour and how it needs to be put right. (1 minute per year e.g 6 mins = 6 years)	Member of staff in class
Time out in another class	If behaviour continues then time out in another class is required (Year group partner or within your phase). This needs to be prearranged with the teacher concerned so that they are aware of child needing to come in). Phone call home/ chat if parents pick up.	Member of staff in class and another member of phase team.

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If behaviour continues :	Parents have a conversation with class teacher to address strategies / discuss support for improvements in behaviour, these will be agreed upon. Advice may be sought from phase /pastoral team.	Class teacher and parent
Step one	Strategies to help support the child will be using the graduated approach. To begin with social stories/ use of well-being books.	Class teacher and parent

	Use restorative conversations with pupils /rights of the child and explain what impact it may be having on others. (visual support can be used around this)	
Step two	Reward chart that is positively phrased to encourage expected behaviour . For example, if a child keeps shouting out, it would be phrased: I can put my hands up and wait to speak . Focus will be on this behaviour.	Class teacher and parent
Step three	Phase Leader report (as above) but the child will have it signed by phase leader at the end of each day. This will be a discussion with the child to help support them making good choices.	Member of staff in class and Phase Leader.
Step four	Senior Leader report (as above) but the child will have it signed by phase leader at the end of each day. This will be a discussion with the child to help support them making good choices.	Member of staff in class and Senior Leader.

Appendix 3

Meet and Greet

- Teachers stood in the doorway
- Welcoming children in positively and instilling the expected behaviour as they come in
- Task ready on the board with expectation and pace set
- Valuing each child as they come in and signposting questions from children using 5 Bs or to be answered later.
- Register completed with check in and check out.

Classroom strategies

- Praise in public, reprimand in private (PIP not RIP)
- Catch them being good
- Specific praise
- Name, clear instruction, **thankyou**
- **Maybe so** – when children try and distract with secondary behaviours
- Non – verbal cues to keep teaching flowing
- Speak to children with integrity and respect

Gaining attention

- Freeze Please – stand still hands up all, all adults supporting no talking
- Three step-by-step instructions (1 Stop writing. 2 Lid on pen. 3. Look this way.)
- Non-verbal cues to reinforce expectations.

Moving around school

- Line up and stay in line order
- Walk in single file
- Voices off in corridors
- Hold doors open for others

- Stop and let adults past
- Say thank you to the person holding the door

Lunchtime

- Walk in line order as above
- Sit on correct tables and follow the one-way system
- Eat respectfully and speak in quiet voices
- Follow instructions as soon as they are given
- Tidy up tables after eating