

Carnalridge Primary

Positive Behaviour Policy

NAME:	ROLE:
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Rationale:

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching in Carnalridge Primary School. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupils and between pupils themselves. The development of a positive ethos within school is the foundation for better learning.

The development of positive social, emotional, and learning behaviours is at the heart of our Behaviour Policy.

‘Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ’

Duckworth and Seligman 2005

Being a trauma sensitive school means we recognise the strong link between academic success and social-emotional skills. Therefore, as a Trauma informed school we teach social and emotional skills along with academic lessons. We also teach and provide our students the opportunity to practice self-regulation skills through the Fresh Little Minds ‘Relax and Regulate’ programme.

‘School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.’

British Educational Research Journal 2013

It is not about assessing for trauma; we don’t assess for Trauma in a school setting. We don’t need to know whether a child has experienced Trauma because these strategies and approaches benefit all children.

As a Trauma Informed School (TiS) we aim to have TiS approaches at the core of our whole school ethos and across our whole setting.

Aims:

The positive behaviour aims are to: -

- provide for each child the highest quality education intellectually, socially, emotionally, physically, and morally
- provide a safe, happy, organised, well-disciplined and caring environment
- help our pupils develop self-respect, respect, and concern for others, reasoned values and positive beliefs
- form a partnership with parents to help their child develop, so they can participate now and in the future in all aspects of our changing society.

We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices, and take responsibility in readiness for them taking their place in society.

Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school. How to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. This is also the backdrop to our positive behaviour policy.

Trauma informed theories

In contrast to behaviourism, trauma informed approaches to behaviour management tend to:

- Place relationships and a child or young person's sense of safety and security at the heart of classroom management
- Encourage nurture, warmth, and empathy, even when a child or young person is presenting with behaviours that feel challenging
- Promote a sense of community and belonging
- Take individual circumstances into account.

Respecting children's rights

The United Nations Convention on the Rights of the Child (UNCRC) (UNICEF, 1989) Articles that are particularly link to a trauma informed approach include:

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 12:** 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 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights
- **Article 29:** 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 37:** Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care and be able to keep in contact with their family.
- **Article 39:** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect, and social life.

Principle One: Relationships, empathy and feeling safe take precedent over other means of discipline

Research suggests that children's level of satisfaction in their relationships with school staff is the most important contributory factor to their overall wellbeing in school (Rees et al., 2013). Research also suggests that the development of skills related to emotional wellbeing in pupils or students has a positive impact on academic attainment (e.g., Bonell et al., 2014). Trauma informed behavioural approaches prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles. See Appendix one (Trauma Lens).

The four steps of Emotion Coaching provide a useful outline for embedding principle one within a relational approach:

Emotion Coaching (Appendix 3)

Discipline misbehaving children for what they do, not for how they feel.

Use misbehaviour as a ‘teaching time’ to help your child understand his emotion: give that feeling a name and explain why the behaviour was unacceptable.

Step 1 Recognising the child’s feelings and empathising with them

Step 2 Labelling the feelings and validating them

Step 3 Setting limits on behaviour (if needed)

Step 4 Problem-solving with the child (Restorative questions – Appendix 1)

Steps one and two of the Emotion Coaching framework provide an opportunity to prioritise relationships, empathise, and support the child or young person to feel safe.

Principle Two: Discipline represents an opportunity to teach and nurture

Discipline (or step three and four of the Emotion Coaching framework) is most effective when instigated when a child is calm. (Siegel and Payne Bryson, 2018). Key areas to consider when providing discipline to any child or young person include:

- What was the function of (i.e., the reason behind) the behaviour?
- What lesson do I want to teach in this moment?
- How can I best teach this lesson? (Siegel and Payne Bryson, 2018)

Principle Three: We aim to understand the function behind a behaviour

Trauma informed approaches to behaviour aim to understand what a child or young person might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. Staff using a trauma informed approach strive to understand the function behind a behaviour, rather than using rewards and consequences to promote/discourage behaviour that is desirable/undesirable to the member of staff.

Principle Four: The child or young person is separate from their behaviour

Approaches to behaviour management that draw on trauma and attachment theory tend to advocate separating the child or young person from any behaviour that challenges. This can be achieved through the language used to describe the child and their behaviour, for example:

- Using externalising language around behaviour that challenges and separating the child from their behaviour, e.g. ‘The expectations are that we..., so we need to...’ (rather than saying ‘you need to’)
- Using internalising language around behaviour that meets school expectations or can be celebrated, and showing warmth towards the child or young person, e.g. ‘You were very thoughtful when you... so you did brilliantly at showing me our ‘be kind’ expectation’.

Principle Five: Differentiation within the overall structure

Whilst consistency of approach is important for children and young people to feel safe and secure, it is also important to differentiate expectations and approaches according to a child or young person’s abilities, needs and experiences. Whilst the majority of children and young people will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support.

Trauma Informed Schools (TiS):

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Life events can introduce episodes, which become interruptions to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies. With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Approaches to developing positive behaviours: -

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves, and informs parents.
- Recognised and planned for social, emotional, and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.
- PDMU, (Personal Development and Mutual Understanding) programme used to provide rich opportunities which are part of all areas of school life and learning.
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two.
- Enable children to take responsibility for themselves and their actions in age-appropriate ways.
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps.
- Any plan of action is agreed and shared in a working partnership with parents and carers.
- Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies.
- Pupils need to know explicitly what behaviour is expected in different circumstances.

- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.
- Using Fixed Term Internal or External Exclusions may be used as part of our positive behaviour approach.
- Adults to be observant, open, and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.
- We reward positive behaviour, challenge inappropriate behaviour, and set achievable targets for development.
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals, and agreed by all.

Behaviour Practices & Procedures

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health, and a readiness to learn.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness,
- respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability, and disability.
- show appreciation of the efforts and contribution of all
- create an environment which recognises and celebrates difference

Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

School expectations: 'Good Choices'

Pupils are expected to make good choices: -

Be Positive

- Work harder
- Follow the rules
- Listen carefully

Keep Control

- Ignore it
- Be assertive
- Tell an adult.

Be Gentle

- Keep your hand and feet to yourself
- Look after property

Show Respect

- Be polite
- Wait your turn
- Raise your hand
- Be quiet during work time

Rewards

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public, and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. To praise, promote and reward positive behaviour, we use a range of rewards including;

Positive Behaviour strategies:

- awarding of class rewards e.g., certificates and stickers for positive behaviour and achievement in areas across the curriculum and when out with school
- use the vehicle of 'Circle Time' to discuss aspects of personal and social development, including positive and negative behaviour
- achievements recorded in Record of Achievement folder
- discussing whole school behaviour issues firstly at class and then followed through at school council meetings
- discussing moral and social issues in class and assembly
- discussion and implementation of aspects of citizenship within the classes
- use of 'buddying' system within the school
- staff using praise as a sincere and prompt response to positive behaviour or achievement
- setting of personal targets for improving work and/or behaviour
- Head teacher award Stickers Certificates Good news postcards – posted to parents
Recognition in Newsletter Website Use of social media e.g., Facebook
- Additional playtime
- Share good choices with other adults for positive reinforcement

Recognition boards

- Targeted at 'Learning Attitudes' not just functional behaviours.

- Names or tallies go on the board to recognise learners who are demonstrating the desired learning attitude.
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately.
- Learners can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.
- Recognition boards need refreshing daily or weekly.
- Learners are recognised for effort and not for achievement.
- When everyone has their name on the board a collective 'whoop' is appropriate; large rewards are not necessary.
- Use the recognition board to catch learners demonstrating the right learning persistently and relentlessly.

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses/Consequences

If any child breaks our behaviour agreements, initially they are given reflection time with an adult. We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils.

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe. When a child is displaying inappropriate behaviours, we recognise that each situation will be unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all the following people: Head teacher, SENCo, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

We use a range of strategies to interrupt poor behaviour choices including.

- Verbal reminder of 'Good Choices'.
- Emotion Coaching – identify how the child feels/Restorative Conversation Record on SIMS Behaviour Management System
- Change of environment with a supportive adult
- Reflection Time (Time in at break)
Contact Parent/Guardian
- Contact Head of Key Stage
- Send to/for Principal
- Meeting with Parent/Guardian

We may also:

- seek advice from outside agencies e.g., Educational Psychologist, SMO, Child Psychiatrist, School Nurse, Social Workers
- suspend/exclude after other avenues have been exhausted or for the safety of others

Procedures for dealing with major breaches of discipline:

There are some situations that will provoke a more severe response from school: If a child deliberately commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Excessive physical assault against a pupil
- Excessive physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority. Following exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents are always informed by standard letter if a Fixed Term Exclusion has been given. Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

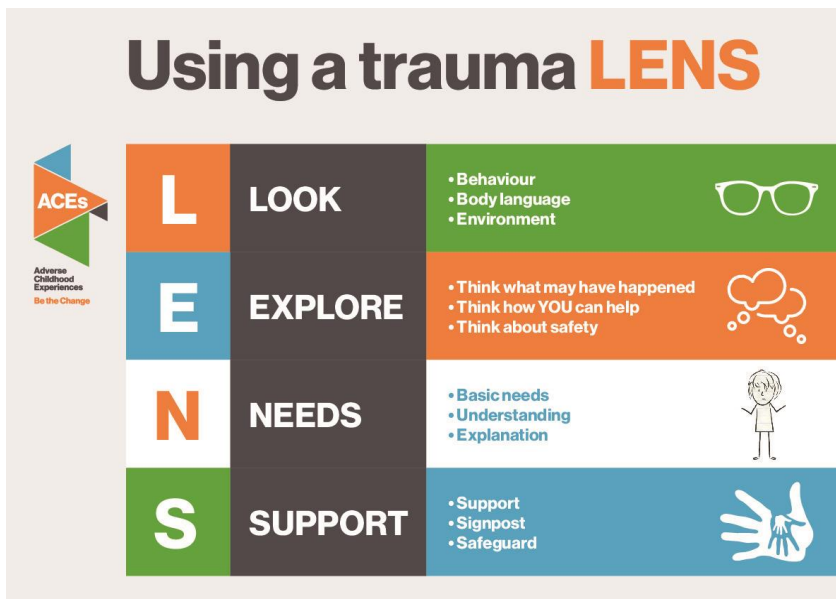
- suspension/exclusion – reference will be made to EA
- where a criminal offence has been committed the principal may contact the EA/legal services and/or PSNI

Use of Physical Restraint

Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted

Monitor and review of policy: This policy is drawn up in consultation with staff, parents and children and will be monitored and reviewed as part of the ongoing audit of practice within the school.

Appendix 1 Trauma Lens



LOOK

- Look at behaviour - agitated / shouting / lashing out / withdrawn / crying
- Look at body language - sweating / shivering / facial expression
- Look at the environment - is it safe?
- Look at their clothing
- Think what might have happened?

EXPLORE

- How can you help?
- Do they understand what has happened?
- Who supports them?
- Are they afraid?
- Are you safe?

NEEDS

- What might they need?
- To feel safe - help if you can
- To know who you are and what your role is
- To have clear boundaries
- Food, water, warmth, protection

SUPPORT

- Signpost - Do they need your service or something else? Offer leaflets / Information sheets
- Safeguard - Does this person need protected? Are they vulnerable? Are they safe?
- Support - Give them some time. Listen in an active way

Restorative Questioning

Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who bullies to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

Give staff/supervisors a laminated set of the five questions to promote consistency.

Adult Questions

1. Tell me what happened?
2. What were you thinking that led you to behave that way?
3. Who has been affected by what you have done?
4. Can you tell me how that person has been affected by your behaviour?
5. What do you think you need to do to make things right?