

St Barnabas C of E MAT

Adapted for St Martin's CE Primary School

Positive Behaviour Policy

Mission and Vision

Our MAT vision is for every child to become aware of their own special gifts and skills and use these for the benefit of others. We recognise children as individuals capable of great things. This policy underpins the ethos of our school, creating an inclusive and positive school culture with relationship at the centre of everything we do.

Aims

- o We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the school community;
- o The furniture is comfortable to work at;
- o There is easy access to water and fresh air;
- o The temperature is kept at a comfortable level;
- o There is space in the learning environment to celebrate success;
- o There are good quality and interesting resources to work with;
- o There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
- o Each child is valued as an individual;
- o We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
- o There is an understanding that we all have rights, rules and responsibilities.

ROLES AND RESPONSIBILITIES

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Setting the climate
- Implementing the behaviour policy consistently
- Ensuring all support staff are aware of the measures in place for individual children
- Modelling positive behaviour and positive language (see Appendices)
- Providing a personalised approach to the specific behavioural needs of particular pupils (see Appendices)
- Recording behaviour incidents (SIMS and Class Dojo)
- The senior leadership team will support staff in responding to behaviour incidents.

Staff in St Barnabas MAT are trained and supported in using a range of strategies to promote positive behaviour. These include:

- Non-verbal strategies and reinforcement - Members of staff use non-verbal communication and routines e.g. 1, 2, 3 for transition, smiles and silent signals.
- Verbal reinforcement - Members of staff use praise to groups and individuals.
- Practiced routines and scripts e.g. 'SHINE' (see appendices)
- Attachment theory
- Trauma Informed and Thrive style approach

Parents

Parents are expected to:

- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

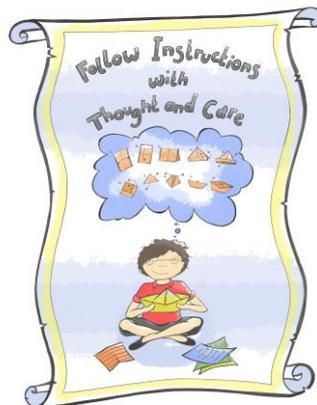
- Discuss any behavioural concerns with the class teacher promptly

Rules, Rights and Responsibilities

Our School has a set of 3 rules or expectations of behaviour which apply to every situation:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

These rules are displayed around the school and in classrooms. These rules are then adapted within class to create age appropriate behaviour contracts.



At St Barnabas MAT, we believe that everyone has rights and with these rights come responsibility. The rules help us meet these responsibilities.

I have the right to...	I have a responsibility to...	Rules that will help
a good education	<ul style="list-style-type: none"> ● learn ● always do my best 	

be heard	<ul style="list-style-type: none"> ● listen to others ● speak up 	
be safe	<ul style="list-style-type: none"> ● look out for others ● be sensible 	
be respected	<ul style="list-style-type: none"> ● treat others fairly and kindly ● look for the good in others 	
be happy	<ul style="list-style-type: none"> ● look after my physical and mental health ● be proud of who I am and what I do 	
use school equipment, school books and materials	<ul style="list-style-type: none"> ● take care of all property ● help keep school clean and tidy 	

COVID 19 rules

Due to the global pandemic additional procedures have been put into place to ensure safety of all staff and students. Our three school rules cover this.

- Washing hands thoroughly throughout the day including at playtimes, lunchtimes and after other activities including P.E and outdoor play/activities.
- Catch it, bin it, kill it- children must use tissues when blowing their nose or sneezing and tissues go into a lidded bin then they wash their hands.
- Clear routines and expectations are put in place and consistently practised to ensure the high standards of safety are maintained.

Rewards

Dojo points:

Class Dojo is used to promote adherence to the school rules. Positive points are rewarded for:

- Caring for everyone and everything (3 points)
- Good manners (3 points)

- Following instructions (3 points)
- Topic homework (5 points)
- Demonstrating school values (5 points)

Dojo certificates are awarded at the end of each term for:

500 – Bronze certificate

750 – Silver certificate

1000 – Gold certificate

1500 – Platinum certificate

Children with 100% positive points each half term will be recognised, and in addition to this, the child in each class with the highest dojo score each term **and** 100% positive points will be rewarded with an extra special treat, e.g. a cream tea or a trip to the cinema.

Dojo points accumulate for 'Galaxy group' points, encouraging children to collect points for their team as well as for themselves. This is collated weekly and the winning team celebrated in 'Dazzling' assembly. The Galaxy Group with the most weekly wins at the end of each long term is rewarded with a mufti day.

NB Class dojos are reset Thursday evening weekly, once recorded for weekly Galaxy Group winners.

Class teachers are encouraged and supported to build on the school reward systems to make them work for their class, e.g. marble jars, stickers, behaviour charts.

Weekly Dazzle (or Celebration) Assemblies are used to celebrate good work, effort and behaviour. Dazzle certificates are awarded to celebrate success in line with the weekly focus and half termly values. Individual work is celebrated on the 'Dazzling Work' board in the main hall. Children's names are published in our weekly newsletter.

Consequences

All classrooms will have:

- A visual behaviour chart, reflecting the procedures outlined below (C1, C2, C3)
- A space reserved for a child, away from other children
- Visual prompts and reminders to support behaviour, reflection and restorative justice
- Chair and small table.

Initial Warning - when a rule is first broken:

A Verbal Reminder

Four steps to follow when giving a child a verbal reminder as a way of signalling inappropriate behaviour

1. Use the child's name
2. Indicate to the child the rule being broken
3. State the effect that breaking the rule is having , or could potentially have
4. Say what will happen if they persist with the wrong sort of behaviour

A suggested script to support this process is:

I've noticed that...

You know our rule about...

You will need...

Do you remember when you...

Thank you

Consequence 1 (C1)

- 1 'needs work' point on Dojo
- Move name down on visual behaviour chart
- Once on a C1, these points will remain in place for the day.
- It is important they know they have received a warning and what the next step will be. This is a chance to improve and learn.

Consequence 2 (C2)

- 1 'needs work' point on Dojo
- Move name down on visual behaviour chart
- Time out within the classroom
- Record on SIMS

Consequence 3 (C3)

- 1 'needs work' point on Dojo
- Move name down on visual behaviour chart
- Record on SIMS
- Time out partner class/with SLT
- Inform the Head Teacher if not already aware
- Inform parents (this may be immediate dependent on the nature of the behaviour incident)

Outside the Classroom

The rules apply across all areas of school. The rewards and consequences may differ slightly as the environment is different.

Rewards

Duty staff, including lunchtime supervisors are given Dojo stickers to award points to children who display positive behaviour and follow the school rules on the playground and around school. Duty staff are responsible for liaising with the teaching staff and Senior Leadership Team as appropriate during these times about children's positive and negative behaviour.

On a school trip class teachers are responsible for deciding reasonable rules to ensure the safety and enjoyment of the trip for all.

Consequences

- At **lunchtime and breaktime**, this will start as it does in the classroom (as outlined in above sections) with a verbal warning.
- If the verbal warning is not heeded, a time out will be issued. This involves asking the child to stand or sit in an agreed space for up to 10 minutes.
- If the behaviour continues or escalates, the child will be taken inside to their class teacher, who may issue a consequence point or agree on a next step dependent on the circumstances.

Restorative Justice

- St Barnabas MAT utilises the restorative justice approach in order to encourage children to take control and manage their own behaviour.
- A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.
- Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.
- 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.
- See appendices for examples of resources for your classroom reflection space
- <https://restorativejustice.org.uk/restorative-practice-schools>

Inclusion

All children will need to feel safe and calm in order to learn. Much of what will help children to feel safe and calm enough to learn is based around inclusive, high quality teaching and providing the right climate and environment.

Some children will need support beyond high quality teaching and relationships to feel safe and calm enough to access learning.

A few children will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning (e.g. a school behaviour plan or a class based intervention)

St Barnabas MAT promotes the learning and participation of everyone within the school community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all.

The school's inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of the school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the school.

Steps Beyond

If a child is very dysregulated, all the pre-emptive strategies are in place, and best efforts to meet the child's needs are in place and de-escalation strategies have not worked then further strategies may include:

- Calling a parent to de-escalate, by phone or in person.
- Asking a parent to remove their child until they can regulate.
- Positive handling if the child is unsafe to themselves or others

After all additional support within school has been exhausted and little or no improvement in a child's behaviour has been made, then the Senior Leadership Team will refer to the document: 'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units' , Governors and Directors will be involved and a permanent exclusion may take place.

In the event of severe unacceptable behaviour that seriously breaches the school's behaviour policy, [including verbal and physical aggression], all other steps may be bypassed

and a fixed term or permanent exclusion may be issued. School may also consider internal exclusion/working away from the classroom if it deems it appropriate.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom in line with statutory guidance, in line with advice and guidance from DfE's 7 'Behaviour and Discipline in Schools' (Jan 2016).

Regulating pupils' behaviour outside school premises

St Barnabas MAT has a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff on educational visits; sporting events; behaviour on the way to and from school and behaviour when wearing school uniform in a public place. In these instances, disciplinary action will only take place on school premises and, where appropriate, parent/carers have been consulted. St Barnabas MAT would expect any out-of-school misconduct witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the Head of School.

Confiscation

We may include confiscation of pupils' property as a disciplinary sanction in the Behaviour Policy. Confiscation must be a reasonable sanction in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: *"it is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising."*

Power to search property

Schools can search pupils who are suspected of having items that could be used as weapons on site. Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search.

The guidance states the following:

Paragraphs 3.8.4 – 3.8.5 of the guidance briefly cover the basic powers of certain school staff to search suspected pupils for knives or other weapons without consent. This power to search derives from the *Violent Crime Reduction Act 2006*, which added new provisions to the *Education Act 1996*. It only relates to weapons and does not extend to searches for other material such as illegal drugs or stolen property. In these cases the police should only do searches. Section 45 of the Violent Crime Reduction Act 2006 provides full and precise authoritative information, which can be accessed online.

Links with Other Policy Documents

- Teaching and Learning Policy
- Anti-Bullying Policy
- SEND Policy & Information
- Child Protection & Safeguarding
- Health and Safety Policy
- Home-School Agreement

Monitoring

In order to monitor the effectiveness of this policy evidence will be collected in a number of ways, these include:

- Consultation with all stakeholders via questionnaire and informal dialogue;
- Class Dojo;
- Monitoring of persistent low level behaviour (e.g. persistent C1s that do not escalate to a C2);
- SIMS Behaviour data;
- Class Celebration boards;
- Dialogue with staff groups;
- Review of targets on IEPs (Edukey);
- Records of incidents of bullying;
- Records of incidents of racist, homophobic or transphobic incidents;
- Meetings log (Edukey)

Signed: Date:

(Chair of Governors)

Signed: Date:

(Head Teacher)

Appendix 1

Behaviour Principles

Create positive relationships with children

- Greet your children individually, by name, when they come into your classroom
- Stop and chat with them in other areas of the school
- Make a point of initiating conversation
- Monitor and modify actions to show an openness and friendly concern
- Show interest and try to give complete attention when the children are talking to you
- Show care, concern and empathy
- Smile and show a sense of humour
- Find out as much as you can about a children's likes and dislikes
- Bring up non-academic topics of mutual interest
- Say something positive to children at the end of the day
- Offer to shake their hands as they leave to go home
- Focus on their strengths
- Remind them about the things they have done well
- Give them responsibilities in class
- Keep their parents informed – especially about the good things

- Make it your goal to establish positive relationships with even the most difficult children

Attachment Theory Approaches

PACE (Play, Acceptance, Curiosity and Empathy) is a way of thinking, feeling, communicating and behaving with a traumatised child that aims to make the child feel so safe with you that they can stay open and engaged (socially engaged).

Play

A playful stance can diffuse a difficult situation. Play can release opioids which reduce anxiety and aggression. The challenge is to stay open and engaged with a child when another part of you wants to get angry. When children giggle, they become less defensive or withdrawn and more reflective.

Acceptance

Acceptance is about actively communicating to the child that you accept the wishes, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgement or evaluation, her inner life. I want to work together to try to make sense of your behaviour even when I am setting limits for that behaviour. E.g. – ***I am not for spitting at, so I need you to stop that, but I accept that you are very angry with me right now/It's not OK to hit your brother but I see you are angry with him.*** Defensive behaviour can stop when we feel validated or heard. It is also a chance to 'name and tame' frightening emotions for the child.

Curiosity

Curiosity, without judgement, is how we help children become aware of their inner life. Will you help me understand what it was like for you when Jake said that about your mum? Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child ***"What do you think was going on? Or I wonder what ..."*** It is not an interpretation or a fact gathering. It is about getting to know the child and letting them know that.

Empathy

Empathy encourages connection. It enables us to share the emotion, pain and sensation of others and is us trying to understand the child's experience from their point of view. It allows us to 'hold' frightening emotions for the child, whilst they learn how to process and manage it. (E.g. each carrying a handle of a heavy shopping bag). Sometimes, simple words are the best: ***You were so alone/You were just a little boy/No-one knew...no-one knew/You lost your temper – you feel so sad.***

Sentence stems to avoid power plays

Words are crucial

- So you feel...not just a bit angry, but you are very angry
- I understand you feel...
- I need you to...
- Be that as it may...
- Maybe you're right, maybe I will have to talk to them, too
- I've often thought the same, but right now we need to focus on...
- So you see me as someone who...

Try not to use commands

- Stop doing that
- You will face the front
- Give me that



Or requests...

- Would you please face the front?
- Will you please pay attention?
- Why haven't you got a pen?



(Questions and commands can trigger shame and then rage)

Use language in a positive way with a gentle tone of voice...

I NOTICE is a non-threatening stem to use...

I NOTICE a number of people are fiddling with objects

I NOTICE you've moved furniture out of the rows. I want you to move it back now, please.

Thanks, Judy.

I NOTICE you have a phone – I want you to put it in your bag or on my desk. Thank you, William.

Use the language of CHOICE...this triggers frontal lobe functioning.. ***We have a school rule for mobile phones, so you can put it in your bag or on my table.***

(Give them the take up time – if they refuse to put it away – oh that's shame, you are making that choice because if you don't, I will need to follow it up with you after the lesson instead of going to break (leave them to consider the consequence).

Routines and Scripts - Exemplars

Morning Routine Example

8:30 am **Begin to prepare for the start of the day.**

- Tidy and clear
- Chairs and tables prepared and resourced
- Whiteboard on, displaying the learning activity, with clear instructions
- All admin completed to free up the TA/Teacher

8:40 am **Doors Open - Threshold Routine**

- One adult on the door, one in the classroom ready to support and encourage immediate start on learning

Our morning arrival routine sets the tone for the day. It serves three purposes:

- 1. Make positive contact with each pupil so they know they (and their families) matter**
- 2. Teach pupils how to greet someone in different social spheres**
- 3. That they are able and we have high expectations of them**

Greet the line outside:

- “Good morning! Great to see you here ready to skip into school nice and early - bringing it and ready to learn! Are you ready to Bring It? Shoulders back, chins up - remember you’re a St Martin’s star. Here we go.”
- [Leader models squares up/stands still, makes eye contact with each pupil as they approach. Models smiling, enthusiasm and gladness and where necessary, concern.]

Individual or in very small groups

- “Good morning, [name of pupil]! I can tell you are ready to learn today - you’ve got a spring in your step.”
- “Good morning, [name of parent]! Did I tell you what a star she was yesterday in maths? Her resilience was amazing. She made my day!”
- “Good morning, [name of pupil]! You look “professional” with your shirt tucked in. Serious about school, serious about learning. Love that.”
- “Good morning, [name of pupil] What have you brought with you today? You’ve done that at home all by yourself? Fantastic - I love hearing about what you’ve found! We must share that with everyone later.
- Leader scans their uniforms: shirts tucked, laces tied, correct uniform pieces (shoes, socks, belt).

Pep talk for pupils who need to be set up for success for the day:

- “I heard you went up a reading book last week! Let’s see if you do it again this week!”
- “Remember, one more star and you get to the top of the ladder today!”
- “Ms. Rolek told me you received 5 dojos on your homework yesterday. Keep it up!”
- “You are going to LOVE maths this morning - I reckon you’ll hit your target! We love a learning adventure!”

Top 3 Teacher Moves to Highlight

Warm and Confident Presence

1. Stand and speak with purpose and address pupils with a warm demander register - smile
2. Acknowledge parents - speak about our children with pride

Positive Framing

1. Remind them of something they did that was great - or progress
2. Use mission words like ‘learning’ and ‘progress’ ‘bring it’ ‘adventure’
3. Be interested in their lives/interests

See your Students:

1. Make eye contact: smile -use open gestures

2. Make your scanning more obvious to pupils: crouch down low, make eye contact, "Let me see.." or "I'm checking for..."
3. 'Hold' children who interrupt in warm demanding tone - smile - "I'll be with you in a minute."

Management and Classroom Routines - to be used across all lessons across school

THE SILENT SIGNALS

Team stop signal -

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child: - Raises one hand in response; - Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary; - Looks attentively at you – eyes locked into yours to show they are ready to listen; - Sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Turn to your partner (TTYT) signal

Partner work should be used consistently in all lessons. Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'. Children should turn their heads towards their partners, not their whole body or chair.

Perfect Partner signal

Run one hand down the outside of the opposite arm, to remind children to: • Sit up straight beside their partner • Be ready to turn and talk to their partner.

My Turn, Your Turn (MTYT)

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands. Your turn: gesture towards the children with one or two open palms.

Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

1, 2, 3 signal

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs
- Hold up two fingers: children walk to carpet
- Hold up three fingers: children sit down beside their partners.

Fred in your head

- whispering the sounds and then saying the whole word

Silent handwriting signal

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

This signal indicates that children sit with their: - feet flat on the floor - bottom at the back of the chair - body one fist from the table - shoulders down and relaxed - left/right hand holding page - back leaning forward slightly - left/right hand holding a pencil, ready in tripod grip.

Comprehension

FF - fastest finger - children find the answer and point with their finger to the answer.

TOL - think out loud - teacher models what we think and how we work things out- as if we have a thought bubble coming out of our heads!

HaT- have a think - children offer their opinion when answering questions

Punctuation

Full stop - punch the air

Capital letter- triangle above your head

Question mark- mime action drawing a question mark

Speech marks - mime action open speech marks with two fingers of your right hand and close speech marks with two fingers of the left.

Special friends - two/ three letters that make one sound - digraph

Chatty friends - split digraphs

Fred talk - sounding out words

Introducing the learning in each lesson - example

Once class are in and settled. Wait for 100% compliance

SHINE (or equivalent)

Standing/sitting straight

Hands on lap/by your side

In your own space

No noise

Eyes front.

Area of Focus: Introduction to the Learning Objective/WAGBAT No more than 5 minutes.

Sharing the learning objective should communicate the following values and serve the following purposes:

- **Bring clarity - the learning intention should be clear. Measurable, made first, most important, manageable**
- **Bring responsibility - children develop metacognitive strategies to lead their learning and help it stick**
- **Bring ability - all children can achieve with the right approach and support**

3 mins (and not necessarily in order)

- **Teacher shows LO on board**
- **Teacher says: "Today, we are getting better at.....so that...."**
- **"We need to know what it is we are learning. Where have we met this before? TTYP"**
- Teacher listens in as children talk to one another to gain insight into how children view the learning.
- Hand up to signal back to the teacher. Share pertinent information e.g. "Max remembers using place value last week.... **Teacher also makes explicit links to past learning (immediate and long term).**
- **Teacher unpicks any words that might be difficult to understand.** "You might be wondering what partition means - partition is....refer to working wall/add to working wall." "I'm putting this here, in case we need it and to help us remember".
- **I say/You say.** Using RWI symbols: teacher says the LO/Children repeat it
- **What will we need in order to learn this?** Take suggestions and note them down.
- **Where might we go wrong? What can help us?** Teacher models their own thinking process out loud where necessary. (Anticipate support materials that made be needed.)
- **Teacher repeats the learning, how they will learn it and how we will know when we have got there.** List the things that are there to help.
- Repeat I say/you say
- **Put the LO where it can be referred to throughout the lesson**

St Martin Stars Shine Brightly

★ Standing
straight



★ Hands by
your side



★ In your own
space



★ No noise



★ Eyes looking
forward

