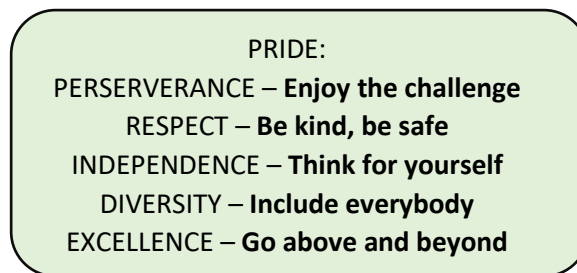


-POLICY TO PROMOTE POSITIVE RELATIONSHIPS AND EXCELLENT BEHAVIOUR IN THE PRIMARY PHASE

We believe that positive relationships are the foundation of any behaviour policy. We also believe that excellent behaviour is far deeper and stronger than quiet compliance: we aim to guide young people towards an adulthood where they continue to be kind, strong, thoughtful and brave enough to stand up for what is right, whatever the circumstance.

1. Values and Expectations

Our PRIDE values and expectations are displayed across the school and frequently referred to in class, assemblies and as part of interactions with both adults and children at our school. These values and expectations apply to adults and children alike.



2. School Culture

We are a school where every member of our community puts deliberate effort into recognising, celebrating and improving positive relationships and developing individuals.

We have a restorative approach managed by the adults in each classroom and throughout the school. The aim of this approach is to avoid the instinct to 'win' or to punish, and instead focus on the best possible outcomes for all, with the aim to restore calm and positive relationships. Our systems are predictable, calm, have a level of certainty about them and ensure both children and adults know and understand what is expected.

We value each other at every level. This is evident in all our actions, particularly:

- We treat all adults and children with respect in all circumstances
- We listen to each other
- We use thoughtful, constructive and inclusive language when talking to or about others. Our words are positive and aim to build others up. We do not shout or use negative language about others, including in private, and we remind others of this part of our school culture when necessary
- We treat children as individuals, showing an interest in their lives and making a daily effort to make every child feel valued
- We greet every child with pleasure and by name
- We encourage deliberate acts of kindness
- We look out for others, going out of our way in particular for visitors, those new to our school and those who are in particular need
- We stand up for what is right, even when it is difficult to do so

3. Certainty

The route to exceptional behaviour comes not from a toolkit of strategies alone, but instead lies in the behaviour of every adult and their ability to create a culture of certainty. Certainty around expectations for behaviour needs to be expected, respected and unquestioned. Staff are expected to 'pick up their own tab' rather than pass students up the hierarchy, referring to this policy and its appendices in each situation. Children need to be able to explain the expectations when asked and adults need to ensure the expectations and procedures are upheld.

4. Celebrating Excellence

At George Mitchell School we seek to promote positive behaviour and attitudes through giving attention to those who exhibit excellence and effort towards excellence. We have very high expectations of ourselves and others and we find frequent opportunities to celebrate excellent behaviour:

- Pride Achievement Points awarded to children for displaying PRIDE values
- Pictures displayed on the Achievement Points Board in the hall of children who have achieved a specific number of achievement points in a half term
- Half-termly fun afternoon received by children who have achieved a specific number of achievement points in that half term e.g. movie and popcorn afternoon in hall with school leaders
- Children who consistently demonstrate excellence in all 5 values will be granted special privileges which give them status within the school. They will be celebrated publicly and held up as role models for others
- The Star of the Week Assembly will celebrate those who have made a particular effort towards excellence in the PRIDE value highlighted that half term
- Families are informed both informally and formally when their child has shown impressive behaviour or impressive effort e.g. postcards home, Class Dojo messages, talking to parents on the playground, invitations to the Start of the Week Assembly

5. Classroom Routines

Preparation is a cornerstone of excellent classroom behaviour, enabling adults and children to be settled, feel far lower levels of stress, and be sure of what is expected of them. Interesting, effective lessons reduce both low level disruption and more serious incidents. Teachers are expected to plan effectively for the needs of the children in their classroom, to prepare suitable and stimulating resources in advance and to consider the particular needs of individuals within the space.

Teachers are expected to engage students in high quality lessons and to focus on learning within them. Attention is reserved for learning and positive behaviours; low level behaviour is dealt with privately and swiftly.

Teachers and support staff use a range of classroom management strategies and routines that are appropriate to the age and stage of the children. The school may update and revise its expectations of classroom routines e.g.:

- 'pens down, eyes on me in 3,2,1'
- using silent '1,2,3' hand signals for transition (1: stand up in your carpet space/behind your chair; 2: transition to the carpet/table; 3: sit down)

6. Recording and Monitoring

All significant behaviour incidents are to be recorded on SIMS. Behaviour data will be analysed on a regular basis. Students that accrue negative behaviour points will be monitored by SLG. Discussions with wider pastoral leaders will be held at 'inclusion panel meetings'. Strategies to promote positive change will be implemented.

- Parental involvement
- SLG report card
- IEPs
- Positive report cards
- Behaviour mentoring

7. Training

We are committed to constantly refreshing our training and understanding. This is built formally into our CPD regularly at all levels and informally in the way we guide and seek advice from each other as we work

8. Restorative Steps

We have a restorative approach to dealing with behaviour that is not in keeping with our school values. Our aim is always to restore the child to the classroom/playground and to restore positive relationships and patterns of behaviour.

Positive Behaviours

There are two types of positive behaviours:

1. Standard positive behaviour (keeping a routine, paying attention in class, producing good work, being kind)
2. Exceptional positive behaviour (standing up for the right thing, producing exceptional work, making additional effort, demonstrating all the PRIDE Values all of the time)

Praise frequently and specifically

Praise in public

Build positive relationships

Celebrate good work on Class Dojo

Give families positive feedback and copies of great work

Celebrate good behaviour, good work and increased effort with the whole class

Award PRIDE Achievement Points for displaying school values

Send children to SLG for exceptional behaviour

Postcards and certificates home

Star of The Week (for effort)

Record PRIDE Achievement Points, postcards and Star of the Week certificates on SIMS

Red Behaviours

Minor 'red' behaviours are dealt with by the class teacher

Serious 'red' behaviours are dealt with by SLG

In both cases, staff should refer to the relevant flowcharts in this policy (Appendix 2 for minor 'red' behaviours; Appendix 3 for serious 'red' behaviours) which set out procedures – including when behaviour should be recorded on SIMS

A non-exhaustive list of 'red' behaviours is contained in the table on the next page. Consequences for minor 'red' behaviours include conversations with carers, community service and a reflection (in-class or at playtime). Serious 'red' behaviours will be dealt with in accordance with the Serious Behaviour Incidents Guidelines of this policy (Appendix 7)

A restorative conversation must take place on the same day, aiming to help the child understand the impact of their behaviour and restoring relationships

Minor Red Behaviours	Serious Red Behaviours
Class disruption, following a warning Playground pushing or snatching Swearing (one off) Playfighting Unsafe play Name calling Minor damage to property (e.g. pencils) Non-compliance Leaving an expected area without permission	Any repetition of a minor red behaviour (3x in one half term) Fighting, hitting Abusive language (including swearing) directed at a child or adult Any bullying behaviour, verbal or physical Racist or homophobic language Unpleasant online behaviour including cyber-bullying and unkind activity on social media Any illegal behaviour, such as possession of illegal or restricted items, stealing, damage to property, illegal online behaviour, any threatening or very unsafe behaviour

Dealing with Disruptive behaviour in the classroom (Primary)

Step 1- CT reminds the child in private (if possible) of behaviour expectations

Step 2- The child is given 10-minute reflection time in class (Reflection 1)

Step 3- The child is given 10-minute reflection time in another class (preferably the parallel class) – CT to record on SIMS (Reflection 2). NB: this time for children to have a quick reflection time in another class to allow them to reflect on their behaviour and return to their class ready to engage again in their learning.

Step 4- The child is brought to a member of SLG (Reflection 3)- SLG to record on SIMS.

10. Flow Chart for Specific Incidents

Refer to Appendix 2 for the flow chart for Minor Red Behaviour

Refer to Appendix 3 for the flow chart on Serious Red Behaviour

11. Safer Handling

Adults must prioritise de-escalation and prevention of harm. They should look out for signs that the child has lost control and respond in a manner which reduces risk and enables the child to regain control, for example by adopting a calm, non-threatening stance and using a slow, controlled voice, clear verbal directions spaced 7 seconds apart, using ‘change of face’, and giving the child space and time.

In rare circumstances, a child may need to be handled or physically guided in order to keep him/herself or someone else safe.

Handling must be extremely rare and will only occur:

- when there is no alternative
- when someone’s safety is at direct risk and/or when the child is experiencing extreme loss of control
- using approved safe holds
- for the minimum time possible
- by someone who is Team Teach trained, where at all possible

If a child has been physically guided or otherwise handled, this must be recorded on SIMS and reported to both the SENCo and the Primary Lead. The incident will be analysed carefully to identify triggers and how well procedures were followed, with the aim to improve things for all in the future.

12. Behaviour Care Plans

We believe that almost all individuals are capable of making their own choices and having responsibility for their own actions. However, we do recognise that some children with ASD, ADHD, pattern of significant negative behaviour, or other special need may need a tailored plan. Care plans will be created where needed, with input from the child, family, class teacher, SENCo, and other specialists where appropriate, and will be overseen by the Primary Lead.

These care plans will always:

- consider the individuality of each child
- take sensory, timetabling or other specific needs into account
- aim to identify and reduce triggers
- aim to directly teach children self-management in small, achievable steps
- may use a token economy for brief periods
- have positive relationships at their core