



Positive behaviour and
self-regulation
Policy
2021-2022

At Lightmoor Village Primary School everything we do is based on building positive attachments with our children

We want to provide a warm welcoming and inclusive environment in which all children are treated fairly and consistently. We firmly believe all children have the potential to achieve no matter what their experiences have been prior to school. We want the children to be successful and this reflects in our values across the school.

We believe that behaviour is a way of communication

Throughout the school we look at each event in context and are committed to seeing all behaviour as a form of communication. Therefore, we explain our practices to children, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We treat children as individuals, ensure that the curriculum is appropriate for each child and that teaching styles are varied, and we use praise as our main tool.

We believe that developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning and social choices. Through nurture support and use of the zones of regulation we support children to talk about their feelings and try to help them to find ways of managing their behaviours. We work closely with parents / carers and other professionals to support pupils the in best way that we can.

Values

We follow the Chris Quigley Secrets of Success as a vehicle to teach resilience, confidence and challenge our pupils to take risks and work hard.



Ethos

- Behaviour is a form of communication of an emotional need. It can be conscious or unconscious.
- Strong positive relationships between staff and pupils (and their families) are essential. This creates connection respect and values all members of our community.
- We will not damage relationships with children but remember:
Engage don't enrage
Connection before correction
Regulate, Relate, Reason
- We want to start with the child, fitting learning around the child rather than making a child fit into a rigid model of learning. This requires a solid understanding of each child's learning needs.
- A child displaying behavioural difficulties is vulnerable, this needs to be explored and support provided.
- All adults will take a non-judgmental approach to each child and empathises and try to understand their behaviour focusing on feelings and emotions rather than the behaviour itself.
- We will keep clear boundaries and expectations around behaviour to keep all children safe. We aim to have a nurturing environment with clear routines and expectations both inside and outside the classroom with clear modelled behaviour from all adults.
- **We do not believe punishment and reward is the most effective way to support behaviour change. Self-management and self-regulation of behaviour is a far more effective way to achieve good social behaviour.**
- Natural rewards and consequences that can follow certain behaviours should be made clear without the need to enforce sanctions as this leads to more negative behaviour.
- Our aim is to be attentive to children when they are getting it right and support them when they get it wrong. We are opposed to punishment and control.
- Some behaviours are not a matter of choice and some factors are out of their control therefore sometime the language of choice may be inappropriate.
- Behaviour must be viewed as a communication pattern.
- We believe that developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning and social choices.

Aims of policy

- To ensure consistency when dealing with behaviour in school
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships

3 School Rules

Ready

Respectful

Safe

All staff:

1. Meet and greet at the door and when passing others in school
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships with pupils and staff
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
6. Follow up every time. Engage in reflective dialogue with learners
7. Never ignore or walk past learners who are behaving badly
8. Understand that a quiet word of praise can be as effective as more public, larger rewards

This ethos requires a nurturing environment that enables children to explore emotions using coaching modelling and teaching appropriate ways of behaving.

Praise and Rewards

Attention is the first reward for best behaviour and positive reinforcement is used in several ways

1. Collective praise and reward-

The classroom reinforces the values of the school and establishes a sense of community. If the whole class achieves a rule then the class is awarded a mark (tally mark on the board) one mark is a minute of free time and they can be traded in for an activity of choice. Marks should not exceed 5 minutes a day. A visual record is kept in the room. Individual children can earn a tally mark for the class. Children are not refused a mark time based on individual behaviour. Individual misbehaviour is dealt with as the policy (see appendices) this reinforces positive behaviour and builds a culture of shared responsibility.

2. Individual praise and reward sticker charts

We initially reward children with positive praise, when children go above and beyond we want to celebrate and acknowledge individual success. Children will be rewarded individually through verbal praise, the chance to earn a class tally mark, the Lightmoor leaf weekly certificate and presentation in assembly and the opportunity to be selected for the weekly phone call or email home to parents.

3. Whole school rewards a range of rewards across the school.

A range of rewards are implemented to encourage and praising praise positive behaviour these include:

Head teachers award

Email home

Phone call home

Achievement assembly- 1 Lightmoor Leaf awarded each week in celebration assembly each Friday. Each teacher should track and aim to award the leaf to each child over the year and to call and email each family (see tracker).

A high priority is made on phone calls home to celebrate success as it is very motivating. Teachers are expected to make a **phone call home to each child twice a year**. Pupil voice will be gathered every term to gather the success and strengths or weaknesses of the system.

If a child is experiencing difficulties they will be closely monitored by the class team and supported. If staff still have concerns then parents/ carers will be contacted and the team will work together to support the child.

Keeping everyone safe

Children that refuse to comply in school, cause a dangerous situation and/or put themselves and others at risk can be temporarily excluded for the safety of themselves and others. This decision is not taken easily. As a school we do everything that we can to keep children in school. The school exclusion system will follow the Telford and Wrekin education guidelines. When children return from a temporary exclusion parents will be asked to meet with the Head and Deputy Teacher and our chair of governors. An individual plan will then be put in place. If there are further incidents of that nature then the governing body along with the LA can make the decision to permanently exclude a child from school

Leaving the classroom or school grounds

If a pupil runs out of a class we will establish where he/she had gone. Staff must not run after them but just keep them in view from a safe distance.. If a child is no longer in school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left the school and is at risk.

The power to use reasonable force or make other physical contact

Refer to policy on Using Reasonable Force

Power to discipline beyond the school gate

Through assembly and SMSC lessons pupils are made aware that their behaviour both within and outside the school gates should be acceptable. Incidents of unacceptable behaviour outside of the school will be dealt with on an individual basis.

Risk Assessments

Safety is paramount and no person will be placed in a risky situation. Individual risk assessments will be carried out for individual pupils. If a child refuses to come in staff will leave space for the child to calm down.

MAPA and other physical intervention

MAPA trained staff may be asked to intervene as required and alongside their guidelines. Physical intervention will only take place in cases of self-defence or a risk of injury to any party also behaviour which is causing disorder and damage to property.

Appendix 1

Connection before Correction

If children have become involved in any form of conflict, practitioners will:

- Approach calmly being aware of body language, reach out to children who are upset or angry. Use a calm voice to communicate a POSITIVE and NEUTRAL attitude. Use 'I'm wondering if' as a technique to start the conversation eg "I'm wondering if you are angry because your friend took your ball"

It is important to make a connection first before you being to correct the behaviour

- Acknowledge the feelings "I can see that you are upset and that is okay...can you tell me what happened?"
- Give children time to calm down after an event if they need it and try the techniques above after they are calm.
- Listen to all sides of the story. Where other children have been involved encourage them to resolve the conflict together and decide what the next steps should be.
- Encourage the children to reflect on their own behaviours and talk through what they could do instead next time.

Appendix 2 (see prompt sheet at end of policy also)

Our steps in managing challenging behaviour

Learners are held responsible for their behaviour and ALL staff deal with behaviour.

The reminder

Reminder of expectations, Ready, Respectful, Safe delivered quietly/ privately to the learner

The caution

A clear verbal caution delivered quietly/privately to the learner, making them aware of their behaviour and clearly pointing out the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

Gentle approach, personal, non-threatening, side on, eye level or lower.

State the behaviour that was observed and which rule/expectation/routine it contravenes

Tell the learner what the consequences of their action is (giving up their own time to complete work etc)

Refer to previous good behaviour/learning as a model for the desired behaviour.

Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning

The time-out

The learner is asked to speak to the teacher away from others

Boundaries are reset

Learner is asked to reflect on their next step. They may now have missed 1 minute/ 2 minutes of their time. Can they turn it around?

Again they are reminded of their previous conduct/attitude/learning.

Learner is given a final opportunity to reengage with the learning / follow instructions

Learners can move to areas or leave the classrooms if they need to cool down and/or to defuse a situation.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Reflection and restoration meetings at Lightmoor are a core part of repairing damage to trust between staff and learners.

Our Reparation meetings are structured in 6 steps and are usually done outside on the playground somewhere the child can walk and talk.

What's happened?

I'm wondering if...

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Appendix 3

Examples of the support we offer here at Lightmoor:

Universal:

- Staff listen to children, are curious and empathetic and have a desire to do what they can to help a child having a tough time. Children are given opportunities to correct their own behaviours and situations and each day is a new day. We focus on the positives, however small and communicate with parent and other professionals. Staff at Lightmoor are flexible with pupils and understand that what works for one child may not for another
- Effective tracking of behaviour to help identify patterns and changes in order for support to be given
- Structure, routines and boundaries for all pupils and adaptations to these to meet the individual needs
- Staff are reflective of situations and looking at what the adult and system could have done differently and then make the changes

Targeted:

- family support workers (Strengthening Families) EHSP assessments
- Nurture support in school
- Smashlife 1:1 mentoring sessions
- Links with local PRU
- Personal positive behaviour plans
- Meetings with parents
- Home / school communication books
- Advice and sessions from behaviour support

High Needs

- External specialists supporting such as: BSAT, EP, OT, Emotional Well-being panel, Bee U
- Safe spaces such as nurture rooms that are available at any time should the child need them
- Modified timetable
- Buddy system and mentors within school
- FAP
- Morning breakfast 1:1 key workers meet and greet each morning