

BEHAVIOUR POLICY

2023 -
2024

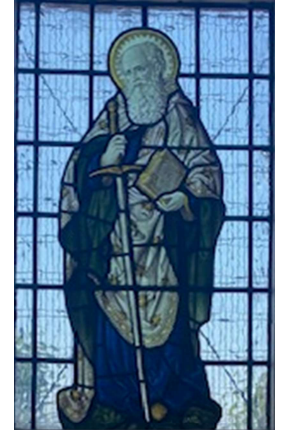
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Amendments	Updated vision and values Updated consequence chart Updated images where needed

Looking to the future from the foundations of our past



Godfrey Ermen, local cotton mill owner, left money when he died for “the benefit of any charitable philanthropic literary or educational institution . . . or in the formation and maintenance of hospitals, libraries, baths, wash-houses, model cottages, and generally in support of any object which may seem worthy of **encouragement** and assistance.”

Reflecting on our Christian foundation, the Bible reminds us through St Paul's letter to the Thessalonians:



“Therefore **encourage** one another and build each other up, just as in fact you are doing.”

Thessalonians 1 5:11

By honouring God and our foundation, we desire to live out our values by **encouraging** each other to work together, serving God and our community, to be the best we can be for ourselves, our families, our community and the wider world.

We are going to **encourage** each other through our PRIDE values, each rooted in the teachings of St Paul:

VALUE	FOUNDATION	We look to the future to...
	<p>In all the work you are doing, work the best you can.</p> <p>Colossians 3:23-24</p>	<p>... work hard. ... follow our learning rules.</p>
	<p>The whole law is made complete in one command: “Love your neighbour as you love yourself.”</p> <p>Galatians 5:14</p>	<p>...be kind and gentle. ... care for our environment.</p>
	<p>Continue to think about the things that are good and worthy of praise. Think about the things that are true and honourable and right and pure and beautiful and respected.</p> <p>Philippians 4:8</p>	<p>... listen. ... be honest.</p>
	<p>I can do all things through Christ because he gives me strength.</p> <p>Philippians 4:13</p>	<p>...feel confident to try and know we can make mistakes. ... not give up.</p>
	<p>Now, in Christ, there is no difference between Jew and Greek. There is no difference between slaves and free men. There is no difference male and female. You are the same in Christ Jesus.</p> <p>Galatians 3:28</p>	<p>... be fair. ... keep each other happy.</p>

Introduction

At Godfrey Ermen Memorial CE Primary School, we are dedicated to nurturing the development of the whole child. We encourage our children to grow in self-esteem and understand others - learning how to be a friend and how to be a vital part of the whole school community. We support every child in developing their full potential morally, spiritually, culturally, intellectually and physically, and in doing so encourage them to grow into rounded individuals who are capable of making a positive contribution to society and the environment in which they live.

Our Christian ethos underpins our core Pride Values as follows.:

Personal Excellence

Respect & Friendship

Inspiration & Innovation

Determination

Equality

These values are underpinned by the school core Christian value of encouragement. These values are built into the ethos and teaching of the school and are modelled by everyone who works at Godfrey Ermen. We reflect on our actions through the value of forgiveness and the vision as stated in St Paul's letter to the Thessalonians:

"Therefore encourage one another and build each other up, just as in fact you are doing."

This Behaviour Policy supports this statement of intent: that we strive to provide an encouraging, caring and structured learning environment in which all students can develop to their full potential and in which pupils and staff feel safe, secure and valued. We aspire for our children to be resilient individuals who have self-worth and can overcome challenges that come their way. They need to believe in themselves to achieve and succeed.

This policy has been informed by the 'Team Teach' Positive Handling Approach. It also makes reference to good practice from the Thrive Approach, in recognising that pupils need to be feeling safe, regulated and happy in order to achieve.

AIM

The aim of the policy is to ensure a consistent approach in supporting our pupils to make positive choices and to develop their own moral code.

Objectives

The objectives of the policy are to promote:

- The highest possible standard of pupil behaviour;
- A shared understanding of what constitutes good practice in fostering good behaviour;
- A consistent, fair approach which encourages pupils to develop their ability to manage their own self-regulation and decision-making;
- A clear overview of the school's approach to the management of pupil behaviour, including what action to take when inappropriate choices are made.

HOW WE PROMOTE POSITIVE BEHAVIOUR

At Godfrey Ermen, we appreciate that evidence shows that positive consequences (including praise) are more effective in modifying children's behaviour than negative consequences (sanctions). Therefore, we have developed a Positive Handling approach, which means that we recognise and reward good choices, but also that we are reflective and try to plan for positive outcomes.

All staff have a responsibility to role model and promote good behaviour in children in their words and in their actions.

Seven Rules For Teaching With Firm, Calm Finesse:

- 'Catch it early!' – If you're becoming angry, you've waited too long to intervene;
- Value Purpose over Power – the goal is helping pupils to learn and succeed;
- Thank You is the Strongest Phrase – use it to reward positive choices;
- Use Universal Language... "We need you with us."
- Show Your Bright Face – your confident, teaching smile – this inspires trust;
- Deploy Your Confirmation Glance... "I'm going to walk away and give you a bit of time.." but make sure you look back;
- Stay Steady at the Helm.

How We Promote Positive Behaviour – School Level

- *Pride Values and Pride Rules* (see page 1 – vision on a page) which are displayed throughout the school, at an age-appropriate level, and adhered to by all pupils;
- Pride Values are an intrinsic part of collective worship themes and reward systems;
- Pride Values are at the heart of our *Home-School Agreement (Appendix 3)*, which outlines the positive steps that parents, pupils and school staff agree to take in our learning partnership;
- Staff model positive behaviour at all times;
- Staff adopt a consistent, fair approach by following this policy;
- Staff recognise and praise positive choices – awarding 'Pride Points' where appropriate ensuring that children are clear about what they have received their PRIDE point for;
- Children are encouraged to be responsible for their own conduct and behaviour, know they can make mistakes with the expectation that they will learn from this;
- Headteacher/Attendance Certificates are given out;
- Celebration assemblies are held with PRIDE Certificates, Writing; TT Rockstars Certificates given out;
- School Council members are elected by the pupils;
- Monitor roles are assigned to give a sense of responsibility and boost self-esteem, where appropriate;
- Sports Leaders are appointed;
- Any concerns are reported to Phase Leaders/SLT.

How We Promote Positive Behaviour – Classroom Level

In order to promote positive behaviour, staff will create an emotionally safe space by:

- Using the *Thrive Well-Being Check* at the start of the morning and afternoon sessions;
- In Phase 1 and 2, displaying the 'Learning Rules' in a key, focal place;

- Having lessons that focus on positive behaviour, including writing class behaviour expectations and through the Jigsaw programme;
- Planning short mindfulness sessions to pause, be in the moment, appreciate, reflect and prepare;
- Being a calm, steady force in the classroom;
- Making reference to the Pride Values and Rules on display;
- Praising individual and groups of children for good choices;
- Using 'radar' scanning to be acutely aware of what the children are doing;
- Using the 'least invasive intervention' if they notice someone veering off-track;
- Ensuring feedback is constructive – using the 'Praise in Public' and 'Reprimand in Private' strategies;
- Understanding the impact the physical environment has on behaviour – creating a calm, orderly space
- Using a Pride Board in Class – to celebrate achievements and foster team spirit (see Figure 1 below);
- Celebrating the unique qualities of the children in the class in a PSHE/Thrive Area;
- Using Pride Point Reward system (DOJOS)
- Write a 'Positive Handling Plan' where appropriate – to reflect upon whole class strategies and individual 'triggers' and strategies;
- Consider class challenges, e.g., 10 minutes focused, concentration time – which can be gradually increased – with a fun '2 minute brain break' as a reward;
- Reinforce children's good choices and work – informing parents through stickers, Pride Certificates, notes home, text message, SeeSaw messages;
- Use a group intervention e.g. friendship support;
- Foster a 'team spirit/approach' within the class;
- Be reflective and plan Jigsaw/Circle Time sessions in response to the needs of the class;
- Share concerns with Phase Leader – discuss the 'Positive Handling Plan' and strategies in response.
- Ensure that Parents/Carers are informed of concerns and are involved in discussions for a support plan.

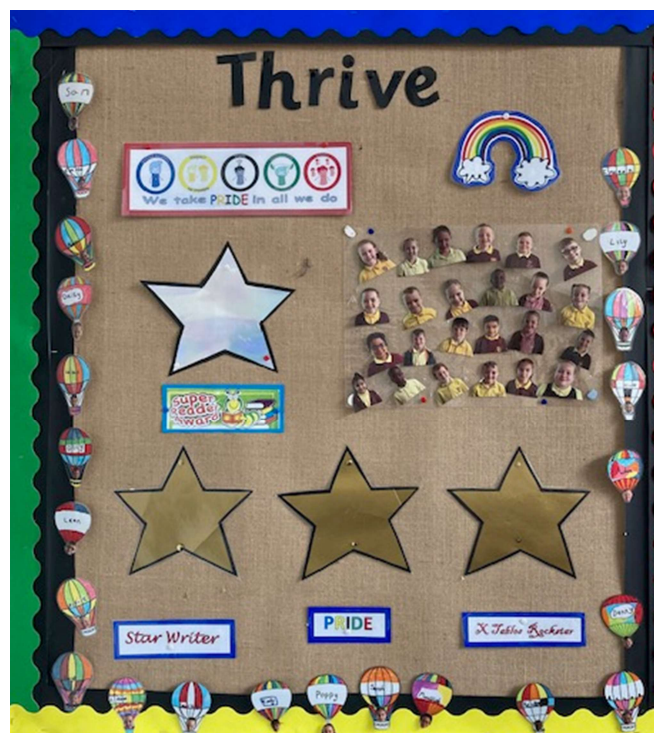


Figure 1: PRIDE Board

How We Promote Positive Behaviour – Individual Level may include some of these approaches:

- Reinforce positive behaviour (as above);
- Praise children who seek adult help, support them to resolve any issues and make apologies where necessary;
- 3 or 5 Point Scale and Emotion Coaching (awareness of different emotional states & give support with strategies to calm to get back into the thinking brain);
- Concerns shared with Phase Leader, SENDCO and SLT to devise an Individual Positive Handling Plan;
- Parental engagement and support;
- Staff Mentor for pupil;
- Buddy system – with the buddy having an awareness of potential triggers/difficulties;
- Close staff support e.g. play near a member of staff at Playtime;
- Intervention: (Small group friendship support; Supported small group activity; Forest School; Emotion Coaching);
- Referrals to CAMHS, PIT, LSS made where necessary.
- Behaviour contracts in place to support children to behave well – working towards a reward

The Power of Positive Language Choices

At Godfrey Ermen it is our belief that it is far better to focus upon positive behaviour and choices rather than focusing upon the unwanted behaviour or negative choice.

Rather than saying 'Don't....' really focus upon and reward the good choice made by other children. A good strategy can be to praise children either side of a child making an inappropriate choice. For example:

Do say to children who have made good choices..	Don't say...
Thank you for lining up sensibly – good choice!	Walk! Stop running!
Thank you for putting your hand up – good choice!	Don't shout out!
Thank you for leaving a tidy place – good choice!	Pick that up!

5 Finger Strategy and 'Dealing With The Feeling'

It is our aim to instil in our pupils a natural moral compass based on our school values. However, we are realistic and know that wrong choices can be made and fall-outs do happen – which is where it is so important that our pupils are aware of strategies to 'deal with the feeling' so that they can choose the best course of action.

Through a progressive approach, our pupils will first be taught the '5 Finger Strategy (*Walk away, Ignore, Please stop, Please stop or I will see an adult, Tell an adult*) before adopting a strategy of 'Dealing with the Feeling' (*Sense, Feel, Stop, Think, Choose*).

The 5 Finger Strategy

The 'Five Finger Strategy' is a powerful tool for children to use to make a positive choice if someone has infringed their rights in some way, e.g., called them a name or physically hurt them.

It is very empowering because pupils can take charge of the situation by controlling *their own choices*- not focusing upon anyone else's.

The 5 Finger Strategy means that if you are upset by something you can:

- 1) Ignore
- 2) Walk away
- 3) Say politely, "Please stop."
- 4) Say firmly, "Stop – this is making me really unhappy.... If you don't stop, I'm going to get some help!"
- 5) If the issue is still not resolved – Tell an adult.



The final point of this strategy is to let a member of staff know if there is a problem. We do not tolerate unacceptable behaviour and whenever adults are informed of an incident, they will investigate thoroughly and respond accordingly with what they feel is the right balance of sanctions and education.

'Dealing With The Feeling'

Through Jigsaw lessons and Thrive techniques, our pupils will learn to recognise the sensations associated with different emotions.

By becoming emotionally literate they will learn to identify these different sensations and learn the value of a pause if they have 'Flipped Their Lid.' Through experiencing moments of calm during mindfulness sessions and developing techniques such as deep breathing, a change of space, and visualisation – pupils will be supported to use calming techniques to help them to get back into their 'Thinking Brains.' They will learn to use self-regulation techniques to get into their Cognitive Brain – so they can choose a positive action.



Three Different Regulation Strategies:

- Physiological Regulation – breathing technique, have a drink, take off jumper; throw a ball; shred paper; move around;
- Emotional Regulation – allow a friend or trusted adult to co-regulate you, using the Vital Relational Functions (VRFs) – see below; use a soothing touch (this releases oxytocin);
- Cognitive Regulation – suppress the Emotional (Limbic) part of the Brain by stimulating the Cognitive Brain by carrying out a sorting activity e.g. sorting dinosaurs; threading beads in a pattern; copying a shape design.

How We Deal With Negative Choices

At Godfrey Ermen, we deeply believe that every child has the right to feel encouraged, valued, cared for and safe. Our PRIDE values are woven through all aspects of our school ethos and form the basis of our rules and boundaries. We recognise that children will make mistakes and through a graduated response will guide them to take more positive action, which will support them to develop their own moral compass. We recognise the importance of forgiveness and acceptance within this policy.

Inappropriate Choices – A Graduated Response

In school pupils are supported to learn that negative choices can have an effect upon others and are not acceptable. Pupils are guided to learn that in making inappropriate choices, they will be supported in line with the seriousness of their actions.

For staff, examples of different levels of behaviour are given on the **Agreed Consequences Chart** (below) where examples of low, medium and high level behaviour are given. Low level behaviour becomes more serious if persistent and should then be escalated to medium level behaviour – resulting in a specific consequence. Harmful/dangerous behaviour would be categorised as high level behaviour – resulting in a higher level response/consequence. Behaviours have been identified by staff and children in school and are addressed through this chart. For the majority of children, this guides them in their understanding of our approaches to behaviour.

The Agreed Consequences Chart provides a consistent approach, so that staff feel empowered to decide upon an appropriate action/consequence in response to an incident. It is important that members of staff in the class team are firm about the Pride Rules, because *it is in upholding these values/boundaries that the pupils learn to have confidence in their class staff team as trusted adults*. Adults holding consistent boundaries is key to ensuring that our school feels calm and safe.

The class team will decide upon the necessary consequence, using the consequence chart for guidance. This will include a discussion and reflection during their breaktime.

If the adult feels that the inappropriate choice needs to be recorded, the pupil will be given a **Reflection Sheet** to complete – which will be sent home in the child's Reading Folder. Any Reflections should be recorded in the class behaviour book.

The Reflection Sheet is used by both the child and the adults to reflect on the incident, what triggers or precursors took place, as this will inform the learning steps that need to follow. It is so important during conflict resolution, that we also try to restore the relationship by ensuring that the pupil at fault reflects on their mistake and apologises to try to make amends.

If there has been a High Level incident, it is important that the staff involved meet at some point in the same day to reflect upon any antecedents/triggers – completing the *ABCC sheet* and adapting Individual Positive Handling Plans where necessary.

The following pages are the behaviour consequence and reflection charts that are displayed around school, followed by the EYFS specific chart that have been agreed within the EYFS phase.



BEHAVIOUR CONSEQUENCES AND REFLECTION



We have worked together to think about **good behaviour for learning** and all staff celebrate positive behaviour with **rewards**, including certificates, stickers, PRIDE points, prizes and headteacher's awards. We know that all choices have consequences; some are positive and some are negative. Our behaviour policy encourages children to make good choices and uses consequences to reflect on how to make better choices in the future.

<p>Rough play Not following classroom rules Interrupting/shouting out Not moving around school properly or not being where you should be Throwing objects Not on task or prepared for the lesson</p>	<p style="text-align: center;">Staged response to behaviour: Warning ↓ 2 mins off break ↓ 5 mins off break ↓ 10 mins off break + reflection sheet ↓ Full break + reflection sheet</p>
<p>Unsafe play Winding up others – in/out of school Disrupting learning Throwing objects at others Kicking things around school Leaving class without permission Bad attitude to others/disrespectful actions – in/out of school Offensive/threatening language – in/out of school Defiance/refusal</p>	<p style="text-align: center;">Continual green level behaviour leads to an orange consequence. At orange level, parents are informed by class teacher: Full break + reflection sheet ↓ 5 mins off lunchtime ↓ 10 mins off lunchtime + reflection sheet ↓ 15 minutes off lunchtime + reflection sheet ↓ Work in another classroom for a set period of time Behaviour contracts issued for repeated behaviours, missing privileges (e.g., walking home)</p>
<p>Behaviours in/out of school will be addressed (including online): Bullying Fighting Behaviour and comments made relating to protected characteristics Physical aggression/violence towards others Damaging school property Leaving school without permission Making yourself or others unsafe Stealing Continued defiance/refusal</p>	<p style="text-align: center;">Sent straight to HT, DHT or SENCO to issue a consequence from the list below and parents will be informed:</p> <ul style="list-style-type: none"> • Full lunchtime consequence in the quiet corridor • Work in another classroom for a set period of time • Stay after school to complete work • Suspension for a period of time (out of school) • Permanent exclusion <p style="text-align: center;">Behaviour recorded, contracts in place if needed, and reported on the system</p>



EYFS BEHAVIOUR CONSEQUENCES



We have worked together to think about **good behaviour for learning** and all staff celebrate positive behaviour with **rewards**, including certificates, stickers, prizes and headteacher's awards. We know that all choices have consequences; some are positive and some are negative. Our behaviour policy encourages children to make good choices and uses consequences to reflect on how making better choices in the future.

<p>Not listening to adults Interrupting/shouting out Not being respectful of resources in the classroom and outdoor environment Throwing objects</p>	<p>Staged response to behaviour: Warning ↓ Second warning ↓ 3 mins 'Thinking Time' with adult</p>
<p>Unsafe play/rough play Being unkind/disrespectful to peers and adults Not using gentle hands and feet Defiance/refusal</p>	<p>Continual green level behaviour leads to an orange consequence. At orange level, parents are informed by class teacher: 5 mins 'Thinking Time' with adult ↓ 'Thinking Time' in Nursery/Reception ↓ SOS SLT support in class</p>
<p>Fighting/hitting/biting/spitting/pinching including adults Damaging school property Making yourself or others unsafe Continued defiance/refusal</p>	<p>SOS out of class with either HT, DHT or SENCO and parents will be informed</p>

Positive Handling Plans

Where a need has been identified and a child is not yet able to regulate themselves, the school will put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately, with an *Individual Positive Handling Plan*.

In school, we understand that our pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. Therefore triggers and challenges will arise which will need to be pre-empted and managed by putting supportive strategies in place – these will be outlined on the Individual Positive Handling Plan.

Phase Leaders and the Pastoral Team can offer advice with the planning of strategies, action plans and support for calmer transitions. Some pupils may benefit from close adult support at playtimes whilst some pupils may require planned time in 'The Harbour' to support their play at Breaks. The Pastoral Team will support the planning of individual Positive Handling Plans and 'Pupil On A Page' plans.

Another key element is the recording of Reflection Sheets in the Class Record Book – incidents of concern will be logged, with date and action taken.

How To Deal with a Dysregulated Child

From our training, we know that when we are feeling dysregulated (angry/upset), we are not in our 'cognitive, thinking brain'. If a child is in a state of dysregulation – they are in an instinctual or emotional part of the brain that may have triggered the fight, flight or freeze response. They will not be in the 'thinking' part of the brain so there is no point trying to get them to explain e.g. 'why did you do that?' or 'What would have been a better choice?'

We allow children "take up time" and consider the best place for this to allow children the time and space to calm themselves.

At Godfrey Ermen, when a child is dysregulated, adults will 'co-regulate' with the child – using the VRFs (Vital Relational Functions – see below) to support them to return to a steady, regulated state. The VRFs are when the adult **attunes** to the pupil, **validates** their feelings whilst **containing** them in caring for their needs and keeping them safe. The pupil will be helped to **calm and soothe** before the adult begins to work through an issue - supporting them to reflect and learn.

Through adult co-regulation and us lending our 'thinking brains', we will support our pupils in developing the skills to be able to attune to their own feelings, pause to self-regulate and then be able to choose a more positive action.

Thrive - Vital Relational Functions (V.R.F.s)

Thrive 'Vital Relational Functions' (VRFs)
Attunement – match the child's energy
'Oh, wow ...I can see your face is red/fists are clenched...'

Validation – the child's feeling is ok to have
'I'm wondering/imagining/guessing you feel (sad etc).
Wow, if that had happened to me I would feel ... too!'

Containment – the adult is there to help the child
'I can see this is tricky for you, I will keep you safe.'
(Break it down into manageable chunks). 'First we will...'

Calm, Soothe, Regulate or Stimulate
'Let's breathe together until you feel calmer...'

Additional support for a dysregulated child

At times, there may be concerns about the safety of a child or other children when they are in dysregulated state. Staff are trained in de-escalation techniques and some key staff have received training from Team Teach to support where required. This training is updated every 2 years and ensures that, where needed, the appropriate intervention is used to support the child.

Where an intervention is used, this is recorded and reported to parents.

PARTNERSHIPS

At Godfrey Ermen, we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship which the child will benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school.

Support for children and their families can also be accessed via Tracy Williams, The Family Liaison Officer. Godfrey Ermen also works closely with other agencies such as the Primary Partnership Centre at Alder Brook, CAMHS, Educational Psychologists, Local Community Police Officers, Youth Service, the local high schools, Education Welfare Officer (EWO), School Nurse and other support services and these are involved when needed.