

Adopted date: February 2024

Signature of Headteacher:



Signature of Governing body:



Next review date February 2026

Positive behaviour policy - including anti bullying

Stickland's CEVA Primary School

Aspire, Believe, Belong and Achieve

Let your Light Shine Matthew 5:16

READY, RESPECT, SAFE

This policy should be read in conjunction with the Relationship Policy

Stickland's Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our aim is that everybody will maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of being: 'Be READY, Be RESPECTFUL, Be SAFE'. This work was inspired by the educational advisor and reformer Paul Dix.

Examples of READY

- Be READY to learn - Arrive on time - Have a positive attitude to learning, sit in your seat/space.
- Be READY for lessons - Have ALL necessary equipment with you e.g. pens, water bottle etc.
- Be READY to contribute and have your say
- Be READY for assembly/lunch - Line up sensibly.

Examples of RESPECT

- Be RESPECTFUL of people - physically and mentally
- Be RESPECTFUL of places and equipment,

- Be RESPECTFUL of people's beliefs, opinions, cultures and families.
- Show RESPECT to yourself

Examples of SAFE

- Keep yourself SAFE - physically and mentally
- Keep other people SAFE - physically and mentally
- Keep yourself SAFE online

At Stickland's all of our staff are committed to embedding a trauma-informed approach in order to encourage students to cultivate lasting resilience. This, in turn, should lead to significant improvements in both behaviour and academic achievement.

At Stickland's we:

- Provide a safe, comfortable, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Use a consistent and calm approach with unconditional positive regard
- Ensure all adults take responsibility for managing behaviour and following up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments.

All staff:

- Take time to welcome pupils at the start of the day
- Ensure they are an 'Emotionally available adult'
- Use PACE (Playfulness, Acceptance, Curiosity, Empathy) in their interactions with children
- Ensure that they model and reinforce positive behaviours
- Ensure they have the highest expectations of behaviour
- Regularly celebrate pupils and other staff members whose efforts go above and beyond expectations
- Always redirect pupils by referring to and using the language of: 'Be Ready, Be Respectful and Be Safe'
- Use scripted language when dealing with difficult, complex or challenging behaviours - WINE (Wonder, Imagine, Notice, Empathy)
- Ask for support from others when dealing with difficult/triggering behaviour - this is not a weakness - working collaboratively is a strength
- Recognise times of personal stress and acknowledge that this will effect interactions with others
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others (PIP Praise in Public and RIP Remind in Private)
- Know their classes well
- Relentlessly work to build mutual respect - develop positive relationships with all stakeholders
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion to all pupils and adults
- Have a clear awareness of how to create an ethos and environment of both

physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress

The Senior Leadership Team:

- Are a positive, visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers etc.
- Ensure staff training needs are identified and met
- Use available data to target and assess interventions
 - Support teachers in managing pupils with more complex or challenging behaviours

Pupils want teachers to:

- Care about them
- Show an interest in them and ask questions about them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be clear, calm, just and fair
- Have a sense of humour
- Seek additional support when necessary
- Offer support when they need it

Behaviour for Learning

READY, RESPECT, SAFE

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all pupils and staff follow.

Good behaviour is recognised sincerely. Pupils are praised publicly and reminded in private.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations. The behaviour strategies and approaches we employ are high in expectation but gentle on the child.

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to all situations and are taught and modelled explicitly as part of our school ethos and behaviour and attitudes learning. We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which are based on individual needs, positive relationships and may include rewards to reinforce positive behaviour.

Our emphasis is to focus on good behaviour. 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. This is as true for adults as for children.

Rates of praise for behaviour should be as high as for work.

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

If any child breaks our behaviour rules READY, RESPECT, SAFE, initially they are given reflection time with an adult.

Consequences for behaviour are important - they are always based around children spending 'time in' rather than 'time out'.

As far as possible, consequences will be related to the difficulties that have been witnessed/demonstrated. E.g. not listening in lessons - spending 5 minutes in at playtime - finishing work in the presence of an adult. Adult to explain the importance of being READY to learn - listening and RESPECTING others right to learn.

Child uses equipment inappropriately Not demonstrating RESPECT- they tidy the PE shed with an adult.

We use a range of strategies to interrupt poor behaviour choices

including:

- Comic strip conversation/social stories

- lunchtime Club
- Classroom breakout spaces
- Time in
- Use of Learning Mentor/buddy if appropriate
- Change of environment with a supportive adult - including SLT
- 'Help' card to initiate a change of face or space
- ESLA/time to talk/ICP interventions
- Referral to BSS/CAMHSS/FPZ when necessary
- Personal behaviour plan
- IEP targets
- One-page profile
- Nurture lunch

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely 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 of the following people; Headteacher, SENDCo, Class Teacher, Teaching Assistant, Lunchtime supervisors. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

That being said, there are some situations that will provoke a more severe response

from school. Examples of these include:

- Physical assault
- Verbal abuse / threatening behaviour
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Bullying

If a child regularly or deliberately commits behaviours such as these, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion, following a full investigation:

Fixed Term Exclusions 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.

Policy in practice

Our rules	Visible consistencies Over and above recognition
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| <ul style="list-style-type: none"> · Be Ready · Be Respectful · Be Safe • Daily meet and greet Persistently catching pupils doing the right thing • Praising in public (PIP), Reminding in private (RIP) • Consistent language READY RESPECT SAFE (WINE) • No blaming, shaming, | <ul style="list-style-type: none"> shouting culture • Calm nurturing environment · Verbal praise · Certificates - star/work of the week, Mention bench · Merits - tea party · Stickers · Phone call/email/text home · Notes home · Show work to another | <ul style="list-style-type: none"> adult/s · SLT praise · Special jobs · Termly class rewards • Head Teacher award • Recognition in Newsletter/Website • Additional playtime • Share good choices with other adults for positive <u>reinforcement</u> |
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Bullying

It is the aim of the Positive Behaviour policy to help create a supportive atmosphere which is based on shared values and a sense of community.

Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up.

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it promptly.

Bullying is defined as having three characteristics:-

1. It is continuous.
2. It is deliberate.
3. It is unequal and involves a power imbalance.

A number of school assemblies through the year give messages to children that they have rights and responsibilities, e.g. not be bullied nor to bully. Role play, the PHSE curriculum and Circle Time are used extensively to promote understanding. Children should understand, what it is like to be bullied, what bullies do and what action to take should they be bullied or see someone else affected, the people to approach and the words to use.

Children are taught to discriminate between what is disagreement and what is sustained victimisation in action. All supervising staff members look for signs of bullying.

Children are encouraged to report incidents to an adult that they trust.

Bullying can take many forms, including

- Physical - hit, kick or manhandle
- Verbal - teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, racist, sexual orientation or personality
- Psychological - spreading rumours, excluding from activities/discussions/groups of friends
- Extortion - threats to obtain money or property
- Damage/Theft - to/of belongings.

As a school, we shall seek to

- Support children who are being bullied
- Support children who are bullying to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Actively discourage bullying
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Record incidents of bullying so that they can be monitored
- Involve and discuss with children agreed school rules and behaviour
- Involve other agencies, eg, Education Psychologist when necessary

It is everyone's responsibility to try to prevent bullying from happening
Policy review and evaluation

The Headteacher is the staff member with overall responsibility to ensure that the Positive Behaviour Policy is implemented and reviewed. The review will be bi-annual and will involve consultation with staff and School Governors