



Le Cateau

Community Primary School

POSITIVE BEHAVIOUR

POLICY BOOKLET



Team Le Cateau is deliberately bothered.
All adults who work in our school care about children.

Policy Developed & Adopted: September 2022

Policy Review: Annually

Next Policy Review: September 2024

Deliberate Botheredness:

Team Le Cateau is deliberately bothered. All adults who work in our school care about children.

It is important that adults recognise the importance of establishing positive relationships with all children in their care.

“Great teachers build emotional currency with their pupils deliberately.” This ‘emotional currency’ can often mean that children are ready to learn for a certain teacher, will respond to their efforts to diffuse anger and will be prepared to take risks that deepen and enhance their learning. (Dix, 2017)

Consistent, calm behaviour:

Adults will show emotional control and model expected behaviour at all times (refer to Staff Code of Conduct).

“Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or give even the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it becomes routine, easy, normal. Even working in the most extreme circumstances.” (Dix, 2017)

Adults will define expectations, outline boundaries and set limits.

The three basic school rules are: **Ready, Respectful, Safe**

First attention to best conduct:

Adults will show pupils recognition for motivation, engagement and effort.

Every Year Group will have a recognition board. Every week, one star pupil from the recognition board will be selected by the Year group team to join the Deputy Heads for ‘Hot Chocolate Thursdays’.

Praise will be specific to label the good behaviour that is being recognised. When a child does something fabulous, tell them that they have gone ‘over and above.’

Each class will have a class identity e.g. Bentall's Bugs. There will be a 'Bug of the Day' named at the end of each day. The pupil will receive a note home from the teacher and will look after the class mascot on their desk for the following day.

Pupils will be sent to SLT, the deputies and/or the headteacher to celebrate good work, effort and conduct.

Every classroom will have a jar to be filled with pompoms – pompoms will be awarded for good behaviour according to the class targets. Jars and pompoms will be of a uniform size in each classroom. Class targets will be displayed and could include things like 'We listen to others/we respect different viewpoints/we wear the correct uniform etc'. Adults will verbally notice the good behaviour when awarding a pompom. E.g. "Cal is sitting quietly, she is ready to learn; Abaseen, thank you for showing respect by holding the door." When the jar is full, teachers will give their class 15 minutes of extra playtime.

Adults will share successes with parents – e.g. face to face, a telephone call, a seesaw message, a note home.

Reliable Routines

Every classroom will have routines that are shared with the children. All children will be able to reference a visual timetable, which should include words and pictures. At the start of each day, the teacher will share what is coming up with the children.

Adults will model and help children to develop good habits and routines around tidying up and keeping their environment and equipment organised.

Adults will use a set of non-verbal cues which are consistent across school. (*images will be added to demonstrate these signals*)

- Silent Stop Signal – raised arm, children to stop what they are doing, raise arm and wait silently.
- My turn – palms to chest, shows it is the teachers turn to speak
- Your turn – open palms to the children, shows that it is the children's turn to speak
- Magnet signal – fingers to side of eyes, children to fix their eyes on the teacher like magnets, stop talking and be ready for the

teacher to speak (children who struggle with eye contact simply stop talking and be ready)

- Fingers to ears – shows that it is time to listen.
- Fingers instructions 1, 2, 3 for moving
 - o 1 finger – stand up quietly
 - o 2 fingers – prepare to move where instructed
 - o 3 fingers – sit down silently ready to work

Adults will always follow up on behaviour issues. This will include a restorative conversation and an appropriate sanction (see following sections).

Scripting of difficult interventions

Your choice of language (verbal and body language) in a difficult situation is crucial. Use some stock responses to lead the child back to the conversation you really want to have (a restorative one). Always slow things down dramatically to encourage a slower, calmer response. Acknowledging the pupil's feelings before re-routing them can be very productive. Name it to tame it!

Six ways to re-route a 'power-play':

1. I can see you are feeling _____ about...
2. Let's go and..... so that we can resolve this properly.
3. Maybe you are right.... (maybe I need to speak to them too).
4. First lets... then we can...
5. It looks like you are struggling to.... /It sounds like...
6. You have got these choices... you can... or you can ... (offer options within limits).

Restorative conversations

Restorative conversations are possible when adults have built positive relationships with children.

Make sure you set aside enough time to have the conversation. Some conversations will be short and last a couple of minutes. However, for more serious or complex incidents, 10-15 minutes might be needed. Consider the child and the environment. Think about the non-verbal signals you are giving off, including your body language. Try to walk and talk or engage in a collaborative activity to take the pressure off the conversation e.g. building lego, sharpening pencils, doing a jigsaw,

colouring, gardening etc? Remember that the restorative conversation is NOT PUNITIVE. It is not meant to be an uncomfortable or unhappy experience for the child. It is an opportunity to reflect, learn from mistakes and restore relationships between the wrong-doer and the wronged. If a child finds it hard to connect with others, then engaging in a pleasant or neutral activity is likely to be more conducive to a productive change of attitude. Otherwise their brain will be focussed on their own discomfort and not on the event which caused discomfort to others. The engaging activity removes worries and allows their brain to focus and reflect on the affects of their past actions on others.

Keep your language neutral and based on facts. Avoid being judgemental. Stay focussed on the reason for the restorative conversation and don't make it an opportunity to tell the child all the things they are doing wrong. Use 'The Restorative Five' to guide your conversation. Always end the meeting on a positive note.

There are visual restorative sheets available to help you remember the questions as well as reducing the cognitive load for the child during the conversation. The questions on the sheets are based on the Restorative Five but might vary according to who you are using the questions with (e.g. based on age, ability, need etc.).

The Restorative Five – choose no more than 5 from the suggestions below:

1. What happened?*
2. What were you thinking at the time?
3. What have you thought since?*
4. How did this make people feel?
5. Who has been affected?*
6. How have they been affected?*
7. What should we do to put things right?*
8. How can we do things differently in the future?*

*Print on laminated card and attached to all staff lanyards.

For younger children, and children who find it challenging to talk, 2-3 questions might be enough:

1. What happened?
2. Who else has been affected?

3. What can we do to make things right?

Print on reverse of laminated card and attached to all staff lanyards.

Things to try when pupils clam up:

- 'Ok, imagine if there were... (people affected/a way of putting it right/things you could do differently). Who/what would they be?
- Accept that sometimes the child doesn't have the capacity to answer a question. Look for other situations to model how you might respond e.g. who else is affected in a situation. For example, this could be in a group ELSA session or a whole class PSHE lesson.
- 1-10 scales: 'On a scale of 1-10, how angry were you?
- Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have (name their supportive adult) sit with you and help with the answers?

Procedures and Sanctions

Positive behaviour techniques:

Adults should use the following positive behaviour techniques when dealing with undesirable behaviour. Depending on the pupil and the situation, it is more effective to give reminders privately rather than publicly.

- If the child has additional needs, **always** refer to their individual support plan or crisis curve.
- Draw attention to a pupil doing the desired behaviour and praise them (model) e.g. "Claire is showing good sitting."
- Use kind, gentle reminders first e.g. "Remember to..."
- Consider non-verbal directions; reducing language often reduces stress.
- Consider your body position; sit or stand alongside rather than opposite; use open rather than closed body language (e.g. avoid crossing your arms) etc.
- Tell the pupil explicitly what you would like them to do (use positive language rather than negative e.g. instead of "stop swinging on your chair", say "please sit straight so all your chair legs are on the floor").
- Use re-direction; if pupil is chatting when they shouldn't be, draw them back into being engaged with listening or the activity.

- Use distraction
- Remind them of whole class target and rewards

Sanctions:

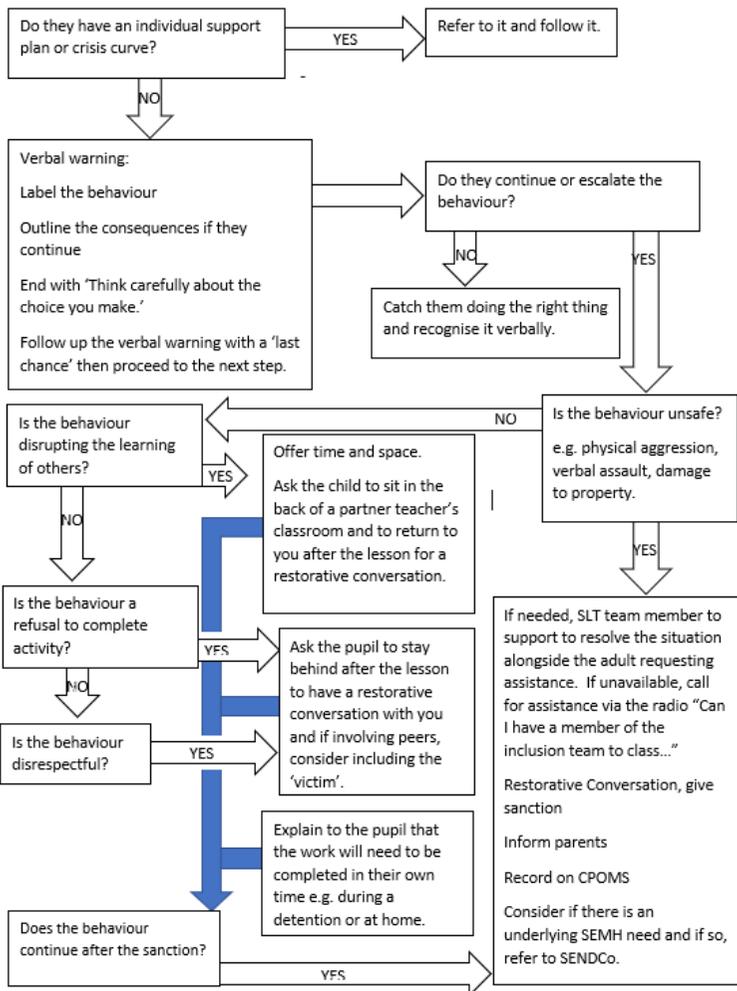
Sanctions should only be given alongside a restorative conversation. Where possible, sanctions should aim to facilitate the child to make amends for a poor choice.

- Verbal warning
- Work in another classroom if disrupting a class
- Missing some playtime
- Complete work in own time (e.g. in detention or at home)
- After school detention (should only be given if first discussed with SLT member and Head/deputies should be made aware)
- Inform parents by calling them in for a meeting.
- Suspension (only Head/deputies can determine this as a sanction)
- Exclusion (only Head/deputies can determine this as a sanction)

In the Early Years and Year 1, the emphasis is primarily on positive reinforcement and teaching children how to follow our expectations. Therefore, it is highly unlikely that the above sanctions would be appropriate. When needed, staff should consider the following:

- Verbal warning
- Time out/away from preferred activity (this should be for a short period e.g. 5 minutes)
- To sit with an adult to complete an activity
- Complete missed work in independent learning time
- Inform parents by calling them in for a meeting.

Behaviour management involves a complex decision-making process. There is not one 'correct way' of doing things as each situation will have nuances and factors which need to be considered. Below is an **example** of how decision making might happen during an incident. It is by no means the only way to deal with a situation and is only intended as a guide.



Quick reference guide to de-escalation:

Sometimes there are situations which escalate into crisis and very unsafe behaviour. Adults will receive training on 'Preventing and Managing Challenging and Hazardous Behaviour', which will include advice on de-escalation and when to use, or not use, restrictive physical intervention (RPI). If RPI is used, staff will be required to fill out a form which will be kept on CPOMS. Remember that RPI is ALWAYS A LAST RESORT and should be carried out by trained members of staff (i.e. SLT staff, Learning Mentor and Specialist SEMH TA).

Strategic capitulation is when an adult consciously decides to appear to accept what the child in crisis wants (e.g. the child who wants to kick a ball when you want them to come inside). However, remember that strategic capitulation is NOT giving in. It is a strategy to resolve a difficult situation safely and calmly. It is to reach the end goal of everyone being safe. The restorative conversation which will happen after the event is then means to address the undesired behaviour and give a sanction if necessary.

Remember:

1. Be non-judgemental, don't assume
2. Challenging behaviour happens for a reason
3. Believe a positive outcome is possible
4. Sometimes our best efforts fail and it is nobody's fault.

D – Distract

E – Encourage

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E – Emphasise

S – Space, step back, slow it down

C – Calm, composed and confident

A – Attitude (positive)

L – Listen actively

A – Assertiveness

T – Time and teamwork

I – Intensive interaction

O – offer alternatives

N - negotiation