

Lyppard Grange Primary School

Positive Behaviour and Relationships Policy

“Be firm in our expectations; be gentle on the child.”

‘A school’s approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.’

Mental Health and Behaviour in Schools (page 4)
Department for Education
November 2018

We believe that positive relationships are at the heart of our approach to behaviour at Lyppard Grange Primary School but also that a consistent approach of reward and action is vital. This can only be achieved if we have a clearly formulated policy which is shared with everyone who is connected with the school – senior leaders, teachers, teaching assistants, lunchtime supervisors, administrative staff, premises staff, children, parent/carer(s), governors, volunteers and visitors.

Our school has adopted a trauma-informed approach whereby we try to understand the source of the behaviour and to support the child to understand their emotions and responses. We also believe that part of this learning needs to include there being consequences to their actions.

We also acknowledge that, just as children have differentiated learning needs, they also have differing emotional and behavioural needs, and there will be those for whom an individualised system will be required.

Aims and objectives

- It is the aim of our school that every member of the school community feels valued and respected, that each person is treated fairly, and that compassion and care are embedded into our culture. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in an environment in which everyone feels happy, safe and secure.
- We aim to promote good relationships, so that people can work together in an effective and considerate way, with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a polite and considerate way towards others.
- We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We understand that the acquisition of behavioural skills is progressive and as a child progresses through the school, we aim for them to have developed considerable responsibility for their own behaviour.
- A key objective of this policy is to ensure that everyone working within our school treats all children fairly and that rewards, actions and consequences are applied consistently. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

Positive Relationships

Children are constantly looking at the verbal and non-verbal signs we are sending to them. Safety is a psychological response; when we feel threatened, we naturally move towards safety, if we sense defence or animosity, we move away. Greeting children with a smile and a “Good Morning”, having ‘smiling’ eyes, asking “How are you?” and listening/responding to their reply, using open, relaxed body language and a calm, sing-song tone of voice all contribute to a child’s feeling of safety.

We have adopted Dr. Dan Hughes' principles to build positive relationships with the children at Lyppard Grange. This involves adults being:

- P - playful
- A - accepting
- C - curious
- E - empathic

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. With PACE, adults become emotionally available, enabling the child to look at themselves, let others see them and to engage emotionally; in short, it develops trust. If children feel safe, they can experience joy, which enables them to engage with us and learn.

Rules, rewards, actions and consequences

As we believe that positive relationships and consistency of approach are key to achieving high standards of behaviour, all adults associated with Lyppard Grange have a responsibility to establish and maintain these standards and values. There must be a mutual determination to make it work and to realise that this is not just a one-off endeavour.

Rules and expectations

It is our aim that all members of staff have a shared and consistent understanding of what is expected from children in terms of behaviour and the rewards, actions and consequences procedures in place. These should be reiterated regularly to the children and used to create a set of class rules at the beginning of the Autumn Term. This process must involve the children and, whilst they may not all focus on exactly the same issues from class to class, should all fall broadly under the philosophical 'umbrella' of:

Respect for myself
Respect for others
Respect for property
Respect for learning

These rules should be displayed in the relevant classroom where they can be referred to when necessary. It is essential that they be worded positively rather than negatively, telling the children what to *do* rather than *not to do*.

It is vital that we make our school values and rules explicit by raising everyone's awareness, highlighting them at all times, in the classroom, in assemblies, during playtimes and lunchtimes, when arriving at and leaving school, and during extra-curricular provision.

Rewarding good behaviour

'It is very important that all the staff draw upon the same range of incentives and are visibly seen by the children to uphold and support each others decision'

Jenny Moseley – 'Turn your School Around'

The school aims to celebrate success at every opportunity and to use positive reinforcement to promote good behaviour. This means using verbal praise and positive comments to give a clear reminder of expectations whenever appropriate, as well as the implementation of the reward systems detailed below:

- **Flexible Zone Board** – Every class has a flexible zone board on display in the room. This is the same in every room. Every child begins the day on the sunshine. Children's good behaviour is recognised by moving the children up onto the rocket, in the first instance, and then again to the stars. It is expected that at least 3 children will be recognised at key points during the day, e.g., 3 children sitting quietly on the carpet, 3 children lining up well for assembly, 3 children tidying up well, 3 children changing quickly for P.E. It is also important to look for the good in everyone, e.g., noticing when children are applying our seven learning values, using good manners, carrying out acts of kindness, being helpful, taking responsibility and so forth. Those children who end the day on the stars will receive a star sticker to add to their collection card. Sticker collection systems can be personalised

depending on the age of the children, e.g., giraffe/fish/flower (EYFS/KS1) or a bar chart (KS2). It is essential that staff monitor the distribution of stickers to ensure fairness and consistency of use therefore the colour of the sticker collection cards will be consistent across the school – 1st=red, 2nd=orange, 3rd=yellow, 4th=green, 5th=blue, 6th=purple, 7th=pink, 8th=cream (every child starts on red at the start of a new academic year).

- **Star rewards** – For every 10 star stickers earned the children will be presented with a ‘Star Voucher’. These can be redeemed against a range of school-logo products all priced according to value in star voucher denominations. The ‘Star Shop’ will be open at an agreed time at the end of each half term. Children have the option to spend or save their star vouchers. Each teacher will manage the safekeeping of these vouchers once they have been presented to the children, i.e., a class ‘Star Bank’. The aim is to reward children for consistently good behaviour as well as developing the lifelong skills of self-discipline, self-motivation and economic well-being. Star vouchers can be carried across to the next academic year.
- **Golden Time** (Year 2 upwards) - Golden Time is a thirty-minute session during which children take part in a selection of activities predetermined by the class. Every child begins each week with five minutes of Golden Time. Provided they finish the day on the sunshine, rocket or stars, they will receive an additional five minutes of golden time, therefore aiming to gain the full thirty minutes of Golden Time by the end of the week. Golden Time is earned by the children as a reward for adhering to the school’s expectations and is not taken away as a consequence. Adults should use this time to build positive relationships with the children, playing and talking with them.
- **Certificates** – certificates are awarded to individual children at the end of each term who have remained on the sunshine, rocket, and stars for the whole term (therefore never having received a storm cloud consequence). This is to recognise those children whose behaviour is consistently good and to celebrate good behaviour in our school.
- **Top points** – This is a whole class reward system. Points are awarded at the end of every playtime to the EYFS/KS1 class and KS2 class whose behaviour as a whole class is best. At the end of each week the class with the most ‘Top Points’ is celebrated in assembly in EYFS/KS1 and wins additional Golden Time in KS2.

Managing unacceptable behaviour

We also recognise that there will be occasions where children’s behaviour is not as we desire it to be but acknowledge that this is likely to be a signal that they are experiencing ‘threat’ and are in need of support; this could include fear of failing, fear of being noticed, fear of not being noticed, fear of becoming attached, fear of attachments being broken and fear of their peers’ opinions. We believe there is the need to employ a number of consequences to reinforce the school rules, but that these need to be supplemented with a therapeutic conversation or programme of activity in order to support the child to move from ‘survive’ to ‘thrive’, and to ensure a safe and positive learning environment for all. At all times consequences should be implemented fairly, consistently, and firmly to individual children; there is no place for whole class consequences. Whole classes should instead be reminded of the expectations, taught to “respect others’ learning” and, where necessary, given opportunities to practise these.

- **Flexible Zone Board**
 - Every class has a flexible zone board on display in the room. This is the same in every room. Every child begins the day on the sunshine. When giving the class, or group, a direction, adults in school should make clear their expectations in terms of behaviour.
 - If a child does not follow the behavioural expectations and the behaviour is low level disruption, in the first instance the teacher should praise at least three children for doing the expected behaviour with the aim being that the child then self-corrects their own behaviour. They should also be reminded ‘in person’ of the direction

given. If, after this, they continue not to follow the behavioural expectations their name is moved onto the 'choice cloud' on the flexible zone board with a reminder of the 'right choice' and outcome. If, after one minute, they make the 'right choice' and their behaviour improves the child's name can be moved back to its previous location on the zone board, but if the poor behaviour continues and therefore does not meet the expectations outlined by the class rules, the adult dealing with the situation will move the child's name to the storm cloud.

- In instances of higher-level misbehaviour, the child's name will be moved directly to the storm cloud. This is to be presented to the child as, "I can see you're in a stormy moment..." rather than, "You're on the storm cloud!" Once on the storm cloud the child is given 5 minutes 'reflection time', either immediately (particularly effective in EYFS and Year 1) or during their next breaktime (Year 2 upwards), after which they must be given support to reflect on the sequence of events that resulted in this happening. They must then be given every opportunity to return to the sunshine by climbing back up the five-rung ladder.
 - If a child does not end the day on the sunshine, despite being given opportunities to do so, they do not earn their 5 minutes 'Golden Time' for that day. During their next 'Golden Time' session, adults should spend the missed time talking about the future, "What will next week look like?" or using social stories to discuss positive reactions to incidents that might occur; revisiting past events is not appropriate at this point.
- Behaviour Logs
In the event of a Storm Cloud consequence being given, the behaviour is recorded in Arbor. The 'behavioural incident' should summarise the event, and the 'follow up' should document the conversation/activity completed with the child/ren after the incident. The incident can then be marked as 'resolved' digitally and closed. If it is not the class teacher administering the consequence, the adult doing so is responsible for informing the class teacher of the incident. It is essential for all class teachers to be able to monitor the behaviour of the children in their class in order to track and therefore support any particular areas of need. Behaviour logs on Arbor will be monitored at least half termly by members of the Senior Leadership Team who will speak with individual children, teachers and parent/carer(s) where necessary.

Supporting Improvement through a Therapeutic Approach

To enable children to learn from their actions and improve their behaviour they should be given opportunities to engage in reflection activity with an adult. The adult should ideally be someone the child has a connection (a positive relationship) with and who was not directly involved in the incident. Depending on the child's emotional state, there may need to be a period of time between the experience and the follow-up conversation to enable the following recovery process to take place:

- Protect – "I will keep you safe."
- Relate – "I am here for you."
- Regulate – "I will help you with the thing you have found tricky."
- Reflect – "I will help you to reflect on your emotions and responses."

The 'Power of the Pause' enables children to take their thoughts and reflect on them from an arm's length. Trying to do this whilst the child is still in a heightened state of anxiety just proves to be unproductive and unsupportive. There are a range of activities that can be used to support the child to regulate, such as taking a walk outside (blues and greens are particularly calming), practising breathing techniques and carrying out mindfulness activity.

In order to support children to regulate and reflect, we have adopted the WINE approach:

- W – "I wonder..."
- I – "I imagine..."
- N – "I notice(d)..."
- E – empathy "I understand..."

The adult's role is to work out, together with the child, what happened, explore their inner experience (we cannot soothe a child who feels their inner world is not being understood) and to name their emotions. They are there to support the child to unjumble and make sense of their thoughts and actions, and should use the PACE principles. The use of a 'remote control' image for the child and conversation openers for the adult are useful resources to aid this practise.



- Help me understand what happened here. Can you start at the beginning?
- I'm listening. Tell me more.
- Do you know what it was that made your feelings get so big?
- What do you think makes that important to you?
- I think I understand now. Is there anything I'm missing?

There are a range of resources and activities available for helping children to engage with and name their emotions. These include age-appropriate emotion cards, sand play, Lego therapy and big empathy drawing.

These therapeutic conversations enable the child to reflect upon their behaviour, whilst also discussing how they might respond in the future. This element of the conversation needs to empower the child to feel better; the adult and the child should find a solution together and also practise the words they might use in restorative conversations. It should also relate back to the class rules and expectations, setting boundaries for the child whilst providing them with strategies to use should these feelings emerge again.

Experience tells us that a child who feels that adults take time to listen to their concerns, rather than reacting to what would appear to have happened, is more likely to feel a sense of justice and will learn from this. Adults dealing with misbehaviour should always reinforce the point that it is the behaviour that is undesirable and not the child.

Dealing with more challenging behaviour

In instances where children do not respond to the flexible zone board or are regularly visiting the 'Storm Cloud', class teachers should discuss the behaviour and seek strategies to support improvement from a Senior Leader. This will involve reflection on the current practice and strategies being applied in the classroom, including adult responses, as well as the behaviour of the child. This should be discussed with the child's parent/carer(s) by the class teacher. If the child's behaviour is deemed to be sufficiently serious, the child will be given a time limited internal exclusion. Parent/carer(s) will be informed of this by a Senior Leader and in cases where poor behaviour persists the Head Teacher may draw up a Pastoral Support Plan in liaison with the child, class teacher, SENDCo and parent/carer(s). It is essential that staff record more serious incidents, including verbal and physical abuse, in Arbor, and that incidents of racism or bullying are recorded on MyConcern and reported immediately to a Senior Leader.

Whilst we do not wish to exclude any child from school, this may on rare occasions be necessary. Only the Head Teacher (or the Deputy Head Teacher in the Head Teacher's absence) has the authority to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to

convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a child, s/he informs the parent/carer(s) immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parent/carer(s) that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parent/carer(s) how to make any such appeal. The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. For additional information on exclusions, see the Exclusions Policy.

The school community

At Lyppard Grange Primary School we are committed to working together for the good of the whole school. We believe that it is only by working in partnership with everyone involved that we can grow to be a place where we all feel equally involved and valued.

The pupils

- PSHE - A core strand of our PSHE curriculum focusses on developing healthy relationships. This is taught from the start of EYFS through to the end of Year 6.
- Circle time - We believe that 'Circle Time' makes a valuable contribution to the spiritual and moral development of the pupils and helps to promote a sense of class well being. It is a valuable tool for boosting self-esteem and also provides an opportunity for the children to share any concerns or issues as well as providing a forum for discussion when there have been instances of unacceptable behaviour.
- 'I wish you knew...' boxes - These provide an opportunity for children to communicate with their teacher/teaching assistant without speaking to them directly. Children are invited to share good news as well as their worries, fears, sad /scary experiences etc. Classroom adults need to check for messages daily and ensure they respond in person where a child has provided their name, seeking support when required and reporting any concerns. These are used in Year 2 upwards and children will be reminded about them at the start of each half term.
- Pupil Leadership Team - We have established a Pupil Leadership Team which allows the children to raise their views and opinions. One representative from each class is elected by their peers early in the Autumn Term, along with a small number of co-opted members, selected by school staff. They take on the responsibility of representing the thoughts and views of their classmates during the year. Regular meetings are held, in which whole school issues, including behaviour, rewards and consequences are discussed. We are committed to listening and responding to the views, opinions and suggestions of the pupils.

The staff

- It is expected that all staff within our school have high expectations of the children with regard to behaviour and ensure that the school rules are enforced in school at all times. Staff will treat each child fairly, with respect and understanding, and enforce the behaviour policy consistently. Our mantra is *"Be firm in our expectations; be gentle on the child."*

The Senior Leadership Team

- It is the responsibility of the Senior Leadership Team to ensure the school behaviour policy is implemented consistently throughout the school, and to report to governors on the effectiveness of the policy. They will support the staff in their implementation of the policy, by setting the standards of behaviour, and becoming role models in their implementation of the policy.
- Behaviour logs on Arbor will be monitored and responded to at least half-termly.
- The Head Teacher has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Head Teacher may permanently exclude a child.

Parents and Carers

- The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at school. We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's behaviour. If the school has to use reasonable consequences in response to a child's behaviour, we expect parents and carers to support the actions of the school. If a parent/carer has any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Senior Leadership Team and then the school governors.

The Governors

- The Governing Body has the responsibility of approving this policy, monitoring standards of discipline and behaviour, and reviewing the effectiveness of rewards and consequences.

'The heart of any institution rests on the quality of the relationships within the establishment. There needs to be mutual respect between teachers, non-teaching staff, pupils and parents and this is something that needs to be worked at, developed and regularly evaluated in order to build on success and plan future work.'

Education Observed 5 Page 2
 'Good Behaviour and Discipline in School'
 H.M.I.

This policy was revised in July 2012, following the Ofsted inspection in May 2012, in consultation with children, staff and Governors. The revisions made were to simplify the systems to ensure consistency and fairness of rewards and consequences and to reaffirm our whole school expectations and our role as staff in promoting outstanding behaviour. We aim to monitor its effectiveness throughout the year and review it at the end of each academic year, or sooner if required.

This policy was revised and renamed in September 2020, following consultation with all staff, to bring it in line with our understanding of trauma and our role in promoting good mental health.

Becky Thorp
 Deputy Head Teacher
 Devised July 2012
 Revised July 2013
 Revised July 2014
 Revised July 2015
 Revised July 2016
 Revised July 2017
 Revised July 2018
 Revised July 2019
 Revised Sept 2020
 Reviewed Sept 2021 with no revisions.

Becky Thorp
 Head Teacher
 Reviewed Sept 2022 - COVID-19 addendum removed.
 Revised Sept 2023 – updated to reflect the use of Arbor for logging incidents of unacceptable behaviour