



Behaviour Policy for St. Leonard's Primary School.

At St. Leonard's Primary School we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, their peers and staff.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Policy Statement

This policy was based on training on Emotion Coaching and being involved in the Staffordshire Trauma Informed and Attachment Aware award (STIAA) and has included input from: members of staff, the governing body, parents and carers and pupils.

Policy Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our school treats all children with unconditional respect and has high expectations for both children's and adults' learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

Our aim is to achieve a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Our ethos builds relationships by recognising every child as an individual, building self-esteem, self-confidence and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration.

Our approach to learning supports recognition and inclusion for all within the local, national and international community.

Our work with the community builds sustainability in relationships and connects our pupils with relevant learning opportunities.

Policy Links

This Behaviour Policy links to the following other policies we hold in school:

PSHE Policy

Anti-bullying Policy

Equality Policy

Health and Safety Policy

Safeguarding Policy

E-safety policy

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Approach

Our School takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. We will not use practices that can be emotionally harmful (e.g. public shaming - including the use of the traffic light system). We will take on the PIP and RIP approach from Paul Dix.

- **PP** – Praise in Public
- **RP** – Remind in Private

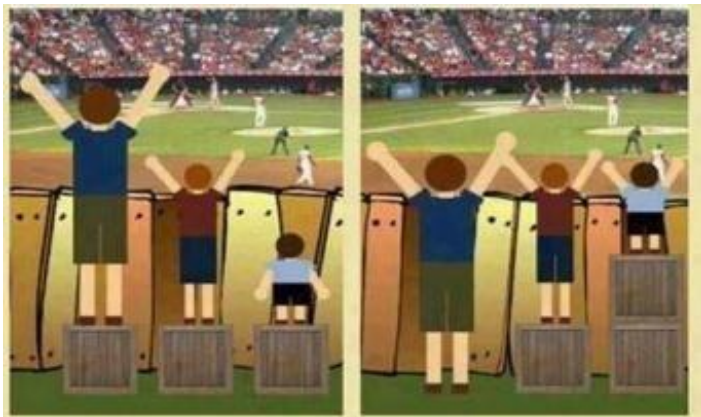
We will replace the traffic light system with:

- Praise
- Proud Cloud/recognition boards
- Credits
- Stickers
- Dojo
- Messages home
- Extra play
- Time with school dogs
- Certificates

These are some of our whole school rewards but individual classes will use the strategies which are most appropriate to their pupils.

Key premises of our approach

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



We often have to treat young people differently to meet their individual needs. For us a consistent approach does not mean “one size fits all”. We consistently focus on meeting the needs of the individual child.

Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.

Children Learn What They Live

If a child lives with criticism, they learn to condemn.
 If a child lives with hostility, they learn to fight.
 If children live with fear, they learn to be apprehensive,
 If children live with pity, they learn to feel sorry for themselves,
 If a child lives with ridicule, he learns to be shy.
 But do not despair ...
 If a child lives with tolerance, they learn to be patient.
 If a child lives with encouragement, they learn confidence.
 If a child lives with praise, they learn to appreciate.
 If a child lives with fairness, they live with justice.
 If a child lives with security, they live to have faith.
 If a child lives with approval, they learn to like himself.
 If a child lives with acceptance and friendship, they
 learn to find love in the world.

— Dorothy Law Nolte

Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupil from their peers, school community and family, leading to potentially more negative behaviour. However, there is a need for consequences for repeated unwanted behaviours

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.

Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs. "The parent-child connection is the most powerful mental health intervention known to mankind." (Bessel van der Kolk)

Use the principles of Emotion Coaching:-

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, can you explain what you're feeling?', could it be...)

Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')

Step 4: Problem-solving with the child/young person ('Let's try and sort this out')

Secure, nurturing environments and stimulating, engaging experiences support the development of neuronal networks, helping to build brains. The 4 S's of Attachment (Siegel 2013) are:

- Seen
- Safe Sense of Being/Sense of Belonging
- Soothed
- Secure

By applying the principles of Emotion Coaching and the Attachment Aware Approach we can together foster an inclusive approach and together achieve better outcomes around pupil attainment and well-being for all pupils and staff.

"The basic premise that children must learn about emotions is that all feelings are okay to have; however, only some reactions are okay". Daniel Goleman

Exclusion

At St Leonard's School exclusion from the school community is used as a last resort and

for the shortest time possible. It is not a punitive measure but a planned intervention initiated by the Head Teacher or, in her absence, the Deputy Head when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. It is done in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child.

Although exclusion is a tool that may be used it is normally kept to a maximum of 2-3 days (exclusion are most frequently set at 1 day) as we feel that 1-3 days represents enough time for a child to reflect on their behaviour. The length of the exclusion will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child to prevent exclusion and will only exclude under severe or extreme circumstances.

Behaviour logs will still be kept and when appropriate individual children may have behavior targets that will be agreed by the child and class teacher. If there are repeated incidents of unwanted behaviours then letters will be sent home to parents so that we can work together to improve these specific behaviours.

Permanent Exclusion

Whilst this is the very last resort the school does reserve the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstances, the head teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

These **offences** might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Carrying an offensive weapon

Date policy agreed: May 2021

Headteacher signature: 

Chair of Governors' signature: 