Work hard, be kind   Gweithiwch yn galed a byddwch yn garedig

Ysgol Gynradd
Portmead
Primary School

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Behaviour & Positive Relationships Policy
Portmead Primary School
2023/24 (updated)

Article 2 All children have rights no matter what! Erthygl 2
Mae'r confensiwn yn gymwys i bob un waeth beth.

Rationale: The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ'

Duckworth and Seligman 2005

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.'

British Educational Research Journal 2013

We are a Trauma Informed School (TiS). For us this means that we have TiS approaches at the core of our whole school ethos and across our whole setting.

Aims: We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school. Who are able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. This is also the backdrop to our positive behaviour policy.

Trauma Informed Schools (TiS):

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness,

prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Approaches to developing positive behaviours:-

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Individuals with Additional Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and working with different members of our school community to build tolerance and inclusion.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;

- Using Fixed Term Internal or External Exclusions may be used as part of our of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- We reward positive behaviour and challenge inappropriate behaviour;
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.
Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

Behaviour Practices & Procedures

<mark>Classroom management is not about having the right rules, it's about having the right relationships.</mark>

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. Working towards being a trauma informed school means we use our understanding of social and emotional development and learning within all our approaches to behaviour.

Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. This offers containment and safety.

School Ethos

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

'Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'

'Feel the Difference: Learning in an Emotionally Literate School'
Lynne Gerlach /Julia Bird (2006).

We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all of our students, but most

particularly for its most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes– and these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations; o emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy; o provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates difference.

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos"

L.R. Knost

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on–task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self–esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Classroom Practice

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations.

In our school we use the "Class Dojo" system to recognise and reward good behaviour choices. It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school. ==Points once earned are never removed.==

Classroom Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum; o be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all; o be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations. Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

==All pupils are entitled to play time and this should never be taken off them as a sanction for negative behaviours.==

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most commonly used 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.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- ❖ Verbal feedback / praise
- ❖ Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- ❖ Dojo Points
- ❖ Headteacher award/certificate
- ❖ Stickers
- ❖ Seren Yr Wythnos award/certificate
- ❖ Dojo message home to parents
- ❖ Website
- ❖ Use of social media e.g. Facebook
- ❖ Additional playtime
- ❖ Share good choices with other adults for positive reinforcement

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.

<u>Initial Responses</u>

If any child breaks our behaviour agreements, initially they are given reflection time with an adult.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for all of our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Classroom breakout spaces
- Re-direction to a safe activity/space
- Use of class sensory box to help regulate
- Sensory room time
- Now and Then board
- Use of Emotionally Available Adult
- Change of environment with a supportive adult
- 'Help' card to initiate a change of face or space

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will

follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

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; Head teacher, Deputy Head teacher, ALNCo, Well-being officer, Class Teacher, Teaching Assistant. 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:

If a child commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this 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.

"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."

The Gottman Institute

Exclusions: refer to the Education Act 1997 which states:-

Fixed period exclusions: Headteachers will have the right to exclude pupils for fixed periods of up to 45 days (previous legislation limited fixed-period exclusions to 15 days per term)"

- the procedures for hearing appeals will:
- Strengthen the rights of the school to be represented
- Require appeal committees to consider the interests of other pupils and staff at the school as well as the excluded pupil.
- Take account of the school's behaviour management procedures.

A Trauma Informed Schools Relationship Policy

Our school is invested in supporting the very best possible relational health between;
- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

Our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).

• Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

• A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

• Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

• Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

• Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

• The emotional well-being and regulating of staff is treated as a priority to prevent burn out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

• Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

• Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

• Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards. • PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

• Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's

negative self-referencing and helping them develop positive, coherent narratives about their lives.

• A behaviour policy based not on punishment, sanctions, resolution and interactive repair (e.g. restorative conversations).

A behaviour and relationship review will take place at least annually to scrutinise the effectiveness of the school's approaches.

Portmead Primary School

Review Details

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them too.

Portmead Primary School

Behaviour & Relationships Policy

	Date	Signature
Written	2022	AEvans
Approved by Governors	2022	CBija
Reviewed/Revised	September 2023	AEvans
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