



St. Paul's Dorking

Church of England (Aided) Primary School

Behaviour Policy

At St Paul's we believe that everyone is a valued member of our school community, where trust, respect and compassion are integral parts to the way we relate to one another.

As a Christian school with Christian values at the heart of everything we do, we believe that God forgives and therefore we forgive. Forgiveness and reconciliation are a central part to our restorative approach, ensuring that obstacles and wrong doings do not have the last word. We teach our pupils that forgiveness is the foundation to building good relationships. Hope and aspiration will inspire and motivate every child to be the best they can be.

The aims of the Behaviour Policy are to:

- Help children develop a sense of self-respect, confidence, self-reliance and self-esteem
- Make children aware of and sensitive to the needs of others
- Create a calm and caring atmosphere in which children can learn and thrive
- Create a climate of equal opportunity and mutual respect where children feel safe and secure
- Develop a working partnership between child, school and home

To achieve a clear and consistent approach to behaviour we:

- Are aware of individual needs and circumstances including Special Educational Needs and Disability
- Have clear systems in place whereby staff, pupils and parents understand expectations and procedures
- Train all staff, including support staff and lunchtime supervisors in our management of behaviour where least to most intrusive strategies are used
- Keep up to date with National developments and undergo relevant training where required

At St Paul's we have two rules:

- We will treat others and property with respect in all we say and do
- We will not disrupt the learning

The school will promote good behaviour by:

1. Expecting positive behaviour at all times
2. Establishing clear expectations and routines
3. Teaching and living out the school values
4. Modelling expected/appropriate behaviours
5. Developing social skills
6. Encouraging self respect (looking smart, showing a good attitude, etc)

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These areas will be addressed by:

- Understanding the school rules with the whole school community. At the start of each year, each class will generate a class charter that personalises these two rules so they are fully understood by the school community and these are regularly spoken about through our school values in collective worship
- Promoting good classroom management through positive re-enforcement (See Appendix 1)
- Rewarding good behaviours/attitudes with a range of rewards
- Using a clear hierarchy of consequences (see Appendix 2)
- Providing play equipment and organised activities which actively engage the children at playtimes, outside and inside
- Allowing the quiet area to be a distinctly different space for play and reflection
- Having buddies (Yr 3 for reception), play leaders and the sports crew to support pupils at playtimes
- Appointing Year 6 children as prefects to model good behaviour
- Showing appropriate behaviours and attitudes in different situations
- Providing additional support for identified pupils through work with our ELSAs and taking part in social groups
- Communicating and working with parents and carers
- Involving other agencies where necessary

Managing Behaviour

We manage behaviour in the school in a pro-active way. Following the principles of emotion coaching, we recognise that all feelings are valid but not all behaviours are acceptable. With a strong emphasis placed on empathy and problem-solving with the child, emotion coaching enables children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur and how to handle them. (See appendix 5 for a summary of emotion coaching) Therefore, by initially responding to emotions as opposed to behaviour, we seek to provide/empower our pupils with the self-regulatory skills needed to manage their own behaviour and difficult situations.

We seek to provide our pupils with the skills needed to manage their own emotions and behaviour and how to deal with difficult situations through planned PSHE lessons and circle time.

A wide range of rewards are used as recognition of good behaviour both individually and collectively (Appendix 1).

All classrooms will have a behaviour ladder within their classroom to remind the children of the layers of consequence for inappropriate behaviour. These will be used to help children to be challenged and reminded of what appropriate behaviour looks like and gives them time to make the necessary adjustments. The class teacher will keep a personal note if a child has moved on the ladder, but this will not be publically displayed. The child will be given every opportunity to make a change and where necessary a restorative conversation will be used to help the child to understand why a change in attitude and behaviour is necessary. If this behaviour is persistent (and they get to stage 5), then their actions will be recorded in the behaviour log as a record in order to help facilitate changes to behaviour and attitude. Parents will be informed if they reach stage 6. (Appendix 3)

All behaviour issues will be dealt with as soon as possible after the incident.

Restorative Approach to Behaviour management

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At St Paul's we believe the key to successful behaviour management is involving the children in restoring good behaviour, hence we embrace the Restorative Approach.

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice which aims to repair harm caused to relationships and communities by conflict. Crucially it is believed that is best achieved by focusing upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected. (Restorative Justice 4 Schools) Restorative Justice is based on five key features - the 5 Rs

- Respect
- Responsibility
- Relationships
- Repair
- Resilience

We use the Restorative Approach to resolve incidences whereby pupils have time to talk to each other, reflect on the incident and find a way of moving forward in a positive way. These conversations are facilitated by an adult using the 'Five magic questions'.

Restorative Practices

We believe that by using the Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. The approach encourages pupils to think about how their behaviour affects others, both pupils and staff, how to relate to each other and how to find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practices and understand the importance of modelling positive language, and behaviour and developing positive and meaningful relationships with staff and pupils. The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches The focus is on:	Restorative Approaches The focus is on:
Rule- breaking	Harm done to the individuals
Blame or guilt	Responsibility and problem solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
And, as a result:	And, as a result:
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability + being punished	Accountability + putting things right

At St Paul's most situations can be dealt with by working through these restorative questions, our 'Five Magic Questions':

- What happened?
- What were you thinking and feeling (then and now)?
- Who has been affected by this and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

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These questions are introduced through a reflection sheet. However, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour.

The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school, including those with Special Educational Needs who may require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace.

Our key aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Taking Responsibility

As a means of redressing the balance, children will be expected to take responsibility for their chosen actions. We will follow the behaviour ladder and children will recognise that consequences are needed to help them to make wiser choices next time.

Sustained poor behaviour

Cases of 'bullying' will always be addressed immediately using the agreed procedures (see anti-bullying policy)

Where a pupil refuses to engage or work in lessons the time wasted will be owed back in the pupil's own time e.g. breaktime.

When necessary, daily behaviour charts will be introduced to allow closer monitoring of behaviour and opportunities for positive behaviours to be more readily noticed and affirmed. These will only be used for a set period of time and will be written in consultation with the child, identifying types of rewards to be achieved. Parents will already be involved in discussions around their child's behaviour and the use of these charts will be regularly reviewed.

We have a no restraint policy. On rare occasions where a child may need to be restrained, positive touch practices will be followed and if necessary a risk assessment will be carried out. There is clear guidance that the school complies with and parents are kept fully informed.

In extreme cases it may be necessary to exclude a child. There is clear guidance for managing children whose behaviour puts them in danger of exclusion. The school will consult with Surrey exclusion team and the diocese where necessary. Parents are kept fully informed.

Reporting and Monitoring

Behaviour issues should be reported in the behaviour log (with all details completed) (Appendix 6) and filed in the appropriate class folder (kept in each classroom). The person dealing with the initial incident should complete the first part of the form. If the matter is passed on to another

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member of staff, such as the class teacher or phase leader (during a lunch or break time) or (for more serious incidents) SLT, the second part of the form should be completed by them, including details of any action taken.

Pupils should be given time to reflect on the incident (restorative approach) and should complete a reflection form which should be filed with the incident form (Appendix 3). It may be necessary for this to be completed at a later time once the child is calm and in the right mindset to reflect.

Phase Leaders will regularly monitor class behaviour logs and meet with pupils to provide mentoring and positive solutions to help children manage their behaviours and actions.

Class behaviour logs and whole school racism/bullying incidents log will be monitored half termly and the number of incidents reported to SLT, Governors and Surrey County Council (as appropriate). This information will also be used to identify trends and inform preventative work in school and development of the policy.

Accompanying Documents

Positive Reinforcement (Appendix 1)

In order that we can achieve success through positive reinforcement there will be a process of small steps to give time to educate our pupils about how to behave appropriately. Pupils will be taught that they are making a choice when behaving inappropriately and that there are consequences.

Hierarchy of consequences (Appendix 2)

Consequences for poor behaviour are reviewed annually and published for staff, children and parents. For younger children teachers may display photographs showing good behaviour or use pictures and symbols to aid their understanding.

Reflection sheets (Appendix 3)

To be filled in by pupils to support reflection after an incident.

Behaviour ladders (Appendix 4)

To be displayed in all classes.

Summary of Emotion Coaching (Appendix 5)

To be used by all adults in the school for a reminder of effective practice (also see the ppt link saved on the school server)

Behaviour Log sheets (Appendix 6)

This Policy should be read alongside the school Safeguarding Policy and Anti- bullying Policy.

Any concerns or complaints in relation to the implementation of this policy should follow the complaints procedures as set out in the Policy for Responding to Parent's concerns, available on the school website and from the school office.

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APPENDIX 1

Positive Reinforcement:

We have high expectations for behaviour and we communicate these clearly. We reward good behaviour through:

- Specific praise
- Reinforced behaviours by specific reference to making good choices
- Stickers and stars
- Use of marking
- House points
- Sharing in assembly
- Headteacher's award
- Telling parents good news (note home, phone call or catching at end of day)
- Certificate on the 'Star of the Week' board
- Giving extra responsibilities or privileges
- Class rewards
- Library/ICT time
- In-class rewards
- Value awards
- Extra play
- Time in the Copse

At lunchtime:

- Stickers for good eating
- House points and stickers for good behaviour
- Tokens for good table manners
- Identification for those who should win a place on the *Manners Matters* table on a Friday
- Library area, ICT suite (supervised) and quiet outdoor area available for quiet time for children

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Appendix 2			St Paul's behaviour & hierarchy of sanctions		
Behaviour	Low	High			
Refusal to work as directed	Opting out of activities/ refusal to complete work - timer to be used and time owed back	<ul style="list-style-type: none"> Regular frequency in behaviour log for getting to stage 5 on the behaviour ladder (3 times in a half term to have a conversation with phase leader) 			
Not showing respect to others	<ul style="list-style-type: none"> Whispering about others Pulling faces Snatching others' property Not listening Calling out Answering back Distracting & disturbing others, shouting at others 	<ul style="list-style-type: none"> Sustained refusal to follow instructions Actions used to scare someone Being racist (race, religion, culture) or homophobic 			
Not showing respect to the school environment	<ul style="list-style-type: none"> Littering the school/grounds Spoiling plants/plant pots Accidentally breaking small equipment Breaking branches Spitting on the ground 	<ul style="list-style-type: none"> Damaging school/play equipment on purpose Graffiti 			
Being physically hurtful	<ul style="list-style-type: none"> Poking/ Prodding/ Pinching Pushing/ Elbowing Punching/Kicking/ Hitting/ slapping Fighting Spitting at someone <p>* This will not always warrant SLT intervention and pupils will always need time to calm down and understand their emotions in this before SLT involvement – use the reflection sheet as part of the calming process</p> <p><i>*Severity of consequence to be decided by incident and the frequency of the actions</i></p>				
Using rude words	<ul style="list-style-type: none"> Name calling (personal comments about others) Rude words said to yourself in anger (e.g. making a mistake/annoyance at self) 	<ul style="list-style-type: none"> Rude words said to others Words used to frighten others Swearing 			
Being dangerous	<ul style="list-style-type: none"> Running inside Pushing inside Throwing small objects in class Poking yourself or others with a pencil Climbing on furniture 	<ul style="list-style-type: none"> Throwing objects at others Leaving the school grounds Ignoring instructions 			
Bullying	<ul style="list-style-type: none"> Repeated action and words said to hurt someone on purpose 				
Consequences	Low	High			
	<p>In class, behaviour ladder will be followed and reported in the behaviour log when the pupil has got to stage 5 on the behaviour ladder (this may be for repetitive low level behaviour as stated above)</p> <p>On the playground, staff will complete the lunchtime behaviour log if the child has got to stage 3, had their time out and this low level behaviour persists and then passed to the Class teacher, to finish the final sections of the log and to have a further conversation if necessary.</p>	<p>Completion of the behaviour log and then Sent to member of the SLT (restorative approach) Possible sanctions:</p> <ul style="list-style-type: none"> Prolonged loss of play Day spent in another class Internal exclusion appropriate to age & severity of behaviour Exclusion from school <p><i>* Parents will be informed at all stages</i></p>			

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	Maximum sanction in class before going to SLT: out of class for a lesson Maximum sanction on playground before going to SLT: partial loss of play (5 mins sitting out)	
<p>Restorative approach</p> <ul style="list-style-type: none">• What happened?• What were you thinking, feeling (then and now)?• Who has been affected by this and how?• What needs to happen to put things right?• What are you going to do differently next time? <p>Positive behaviour management</p> <ul style="list-style-type: none">• Reminder of school rules and expected behaviours, apology, circle time, social stories, behaviour chart, positive restoration through litter picking or fixing wrong-doing, non-verbal cues/ flashcards and possibly referral to ELSA social group/ empowerment group,		







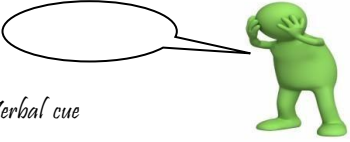


Appendix 3

In Class Behaviour ladder

		
		
		
<p>1</p>	 <p>Non-verbal cue</p>	
<p>2</p>	 <p>Verbal cue</p>	
<p>3</p>	 <p>Move to another space in room -timed (5 minutes)</p>	
<p>4</p>	 <p>Miss some playtime</p>	
<p>5</p>	 <p>Move to another classroom -timed (10 mins) Log this this behaviour</p>	
<p>6</p>	 <p>Sent to the phase leader and if necessary DHT or HT</p>	

Appendix 3

Playground Behaviour ladder

		
	 <i>Praise and Thanks</i>	
1	 <i>Non-verbal cue</i>	
2	 <i>Verbal cue</i>	
3	 <i>Sit away from group and reflect having had a restorative conversation (5 minutes)</i>	
4	 <i>Sent to the phase leader and if necessary DHT or HT</i>	

Restorative approach

- What happened?
- What were you thinking, feeling (then and now)?
- Who has been affected by this and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

Restorative approach

What happened? What were you thinking, feeling (then and now)? Who has been affected by this and how? What needs to happen to put things right? What are you going to do differently next time?

Completed by: _____
Reflection Sheet

1. What happened before?



2. What went wrong?



3. What can you do to make things better?



4. What should you do next time?



Name: _____ Date: _____

Appendix 5: Summary of Emotion Coaching

Emotion coaching was developed in the US by psychologist John Gottman (1997). His research showed that emotion coached children:

- Are more emotionally stable
- Are more resilient
- Achieve more academically
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses

It is based on research into what parents of happy, resilient and well-adjusted children and young people actually do. It recognises the scientific evidence that, as the brain is a social organ, what adults do shapes and strengthens brain development in children.

The aim of emotion coaching is to enable children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. It offers a practical three-step approach to dealing with behaviour in the moment.

Step 1: Empathise, validate and label ("Connection before correction" -Golding et al, 2013)

- Recognise all emotions as being natural and normal, and not a matter of choice
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (attunement, mentalising / mind-mindedness)
- Use words to reflect back the child or young person's emotion and help them to label the emotion
- Affirm and empathise, allowing the child or young person to calm down through co-regulation
- Provide a narrative for the emotional experience, creating cognitive links through co-learning

Step 2: Setting limits on behaviour

First co-regulation - (Mindful co-regulation)

- Establishing rapport - an attuned connection with the child or young person through empathy
- Enabling the child to develop self-regulation through engaging with a self-regulating adult
- Mirror neurones then create engagement with the social and emotional brain
- Important that the adult sets the emotional tone - not the adult reflecting back the angry or distressed face of the child, but the child being able to reflect the calm and empathic face of the adult.

Then teaching / co-learning (Mindful co-learning)

- Accepting negative emotions as normal
- Using moments of negative behaviour as opportunities for teaching
- State the boundary limits of acceptable behaviour
- Make it clear that some behaviours cannot be accepted

- **Step 3: Problem-solving with the child or young person** (Giving children strategies to deal with ups and downs)

When the child is calm and in a relaxed and rational state:

- **Explore** the feelings that gave rise to the behaviour, problem, or incident.
 - Remember that all feelings are acceptable.
 - We manage our feelings by making choices about how we respond.
- **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- **Empower** the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour.

A PPT to accompany this information can be found on the s-drive. S:\staff\Staff meetings\Insets\EMOTION COACHING Sept 2018

Appendix 6

Example of Behaviour Log

Date and Time	Name of Perpetrator(s)	Name of victim(s) and class(es)	Location	Trigger	What happened?	Outcomes	Referred to SLT (Vorx) Who?	Follow up