Positive Behaviour Policy

Children's Rights:

- Article 3 – Everyone who works with children should do what is in the best interest of the child.
- Article 19 – Every child has the right to be safe.
- Article 28 – Every child has the right to an education.

d'Auvergne School recognises that children communicate their needs via their behaviours and so every adult in our school is encouraged to look beyond behaviours and to be curious about children's needs.

We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. In our school, all children are offered compassion and co-operative learning with a caring, supportive adult. No child is ever intentionally shamed, all children are regarded with respect and adults believe in their innate goodness and desire to play and learn.

Scope

This policy will set out the range of tools that d'Auvergne School uses in order to ensure that children are engaging in behaviours that are conducive to productive learning and positive social interactions. This includes:

- How children's behaviours are understood at d'Auvergne.
- Ways of motivating children to behave positively.
- Natural outcomes for disruptive/unsafe behaviours.
- Next steps when unsafe/disruptive behaviours continue.

Understanding Children's Behaviour

All staff at d'Auvergne School are expected to consider behaviour as communication, and reflect on what children might be trying to say. Where behaviour is not understood by teachers then **Appendices A and B** can be used to aid reflection. This will enable teachers to pass relevant information to other staff working with the child.

Relevant training on children's development, and the circumstances that impact this, such as Adverse Childhood Experiences or trauma will be delivered to staff at least once a term.

Staff who wish to further develop their understanding of how children's needs show themselves as behaviour should discuss this with their line managers at their PRA's.

Social & Emotional Teaching

Children at d'Auvergne are taught positive ways of managing their behaviour and being a positive part of the school community through our **JIGSAW PSHE** programme and through adults modelling positive behaviour.

Social and Emotional Teaching that is reinforced by all staff:

- We all belong to a school community and share space.
- Everyone has rights that need to be respected.
- Staff can be trusted to support when we need help.
- There are a range of emotions that also physically affect our body.
- Strategies can be learned to control our emotional responses and behaviour.
- Personal differences and experiences may affect our responses to emotions.
- Looking after our wellbeing is key for positive physical and mental health.
- Our actions have outcomes.

Key desired behaviours that all staff promote and encourage:

- We do the right things at the right time.
- We move around school calmly and quietly.
- We share our space happily and respectfully.
- We need to put things right when we are calm.

Motivators

Rewarding positive behaviour is effective only when children understand when and why they are being given it and that all staff apply this consistently, e.g. 'This week I am looking for everyone to use please and thank you'.

Staff will avoid any motivators which inadvertently lead to a child feeling shamed or humiliated. Approaches such as 'Good to be Green', Traffic Lights, Cloud and Sunshine, Smiley/Frowny faces, Report Cards are detrimental to children's self-esteem and

wellbeing, and can result in increased poor behaviour for those children that don't have a positive self-image.
Motivators should be relational in nature, and three-dimensional if possible (not screen-based, but interactive and physical/sensory). e.g. playing a game with an adult; having tea and cake with an adult; helping an adult to do a task; choosing a peer to play/do a chosen activity with; working with a Buddy.

Examples of motivators:

- Relational activities, as above;
- Verbal acknowledgement of good behaviour;
- An achievers award which is presented at assembly, which parents are invited to attend;
- Positive messages communicated to parents e.g. postcard; text message, email;
- Individual reinforcement such as a visit another member of staff to celebrate;
- Responsibilities around the school e.g. helping younger children at Breakfast Club;
- Class trip;
- More subtle forms of praise for pupils who find overt praise difficult to accept;
- Recognising and celebrating achievements whilst in and out of school.

Motivators for classes can be adapted across the school according to age/stage, however they need to be the same across year groups and agreed at Key Stage Meetings to ensure consistency. This includes the marking of occasions such as Christmas, Easter and Pancake Day with gifts to the class - please see appendix C for a "motivator plan" to be agreed and reviewed at Key Stage meetings and an exemplar.

Responses/Natural Outcomes

d'Auvergne School has high expectations of behaviour, and has a responsibility to take action when those expectations are not met. Efforts will be taken to understand the cause of behaviour and it is recognised that, although actions do have consequences, children are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word 'choice'.
A '**Connection before Correction**' approach is used, so the priority is always on repairing the relationship and establishing emotional safety. For those children who regularly need

support to establish emotional safety consideration will be given as to how best to achieve this in an effective way that does not overly disrupt the rest of the class or shame the child, for example an identified calm place that the child can go to in order to restore a feeling of safety.

A flow chart is included at Appendix D to support teachers and KS managers in knowing the tools available to them to use in school and when additional support and guidance is appropriate.

Using any sanction is effective only if children are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state. If a child is in an emotionally heightened state, they should be allowed time to calm down and then any outcomes can be put in place when the child is regulated and therefore able to reflect upon their behaviour.

The developmental age and specific needs of the pupil will be considered when deciding appropriate outcomes, as will the child's physical and emotional state at the time. A 'one size fits all' approach is not appropriate and this should be kept in mind when deciding upon an appropriate natural outcome. Outcomes will not involve taking away a previously earned privilege or any intervention time and children are never forced to say sorry but instead they are encouraged to repair relationships where possible.

Outcomes of behaviour are responsive to the needs of the child rather than punishing or isolating, e.g. a child who repeatedly experiences difficulties on the playground does not play out with other children but does an alternative pleasurable activity with an adult. This also allows time to build to build strong positive relationships with adults in school and work on alternate coping strategies for the child.

Natural outcomes might include:

- making up time for lost learning;
- reflection time where an adult offers an opportunity to consider the impact of behaviour on self and others;
- doing an alternative activity at play/lunch;
- having to move places in class.

Consideration will be given to the context of the behaviour, and if there is an activity or time that is proving repeatedly problematic, e.g. assembly or playtime. If this is the case then, in addition to the outcome of the behaviour, a plan will need to be put in place to support the child within that context. This plan should involve the child in its creation, and where appropriate, the child's parents. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

At d'Auvergne, staff are aware it is important to repair and restore their relationship with the child at times and they will seek to praise the child's behaviour at the first opportunity to shift attention in a positive way.

Record Keeping

Behaviours that cause concern need to be recorded by the Class Teacher on MyConcern. This allows for any patterns to be recognised and for accurate school reporting.

Next Steps

When the above strategies are not supporting a child, the class teacher will involve the SENCO and/or Wellbeing & Safeguarding lead to better understand what the child's behaviour is communicating. A strategy plan will be put in place specific to the child's needs that support them to be ready to learn and engage in socially appropriate ways. Parents should be involved in this plan to provide consistency across the child's life and for any necessary support at home to be put in place (Right Help, Right Time should be considered).

Those children who are in Key Stage 2 and have sufficient understanding should also be involved in their plans. These plans will be reviewed in a timely manner at least fortnightly, to ensure effectiveness. Should the situation not improve for the child then involvement from other agencies, for example, SEMHIT, ASCIT etc, should be considered.

Extreme Behaviours

Where behaviours have become so extreme that they place the child or others at risk of harm then a risk assessment should be completed by the teacher, Key Stage Manager, and where appropriate the SENCO, Well-being Lead or Head Teacher to identify ways to manage the risk. Please see Appendix E for the flow chart on how to manage these behaviours when they arise.

In the very few cases where the risk cannot be effectively managed then measures such as suspension may have to be utilized to ensure the safety of the child and others. In this instance, a robust plan will be in place to address risks going forward and it is likely that this will involve other agencies such as an Educational Psychologist or SEMHIT.

Appendix A - Key understanding that is shared by all staff (the foundation stones of supporting Social and Emotional Development)

Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.	Particularly vulnerable children (e.g. SEN/LAC) may not behave in line with chronological age and observed behaviour indicates the child's developmental stage.	If children have no other option, they will quickly move into flight/flight/freeze or flop mode, and this is the only option available to them in this moment.	Adult communication with children is key to raising self esteem
Prosocial behaviour and emotional regulation need to be explicitly taught across school	All staff need to consistently demonstrate that they care and can be trusted.	Children are best supported through strong staff & parent connections.	ALL children are vulnerable and a distinction is made between 'vulnerable' and 'particularly vulnerable'.
All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.	Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.	Acknowledging and taking responsibility for actions can only be done when we are calm state, whatever our age.	Children may not be able to read social cues or deal with strong emotions without adult support.
Our relationships with children involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation.	When a pupil has maladaptive ('challenging') reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult and child.	Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for each and every child.	Building a threat-free, safe environment where adults are in charge and takes full responsibility, children are is free from the burden of having to keep themselves physically and emotionally safe.

Appendix B

Understanding Behaviour – A checklist for professional reflection

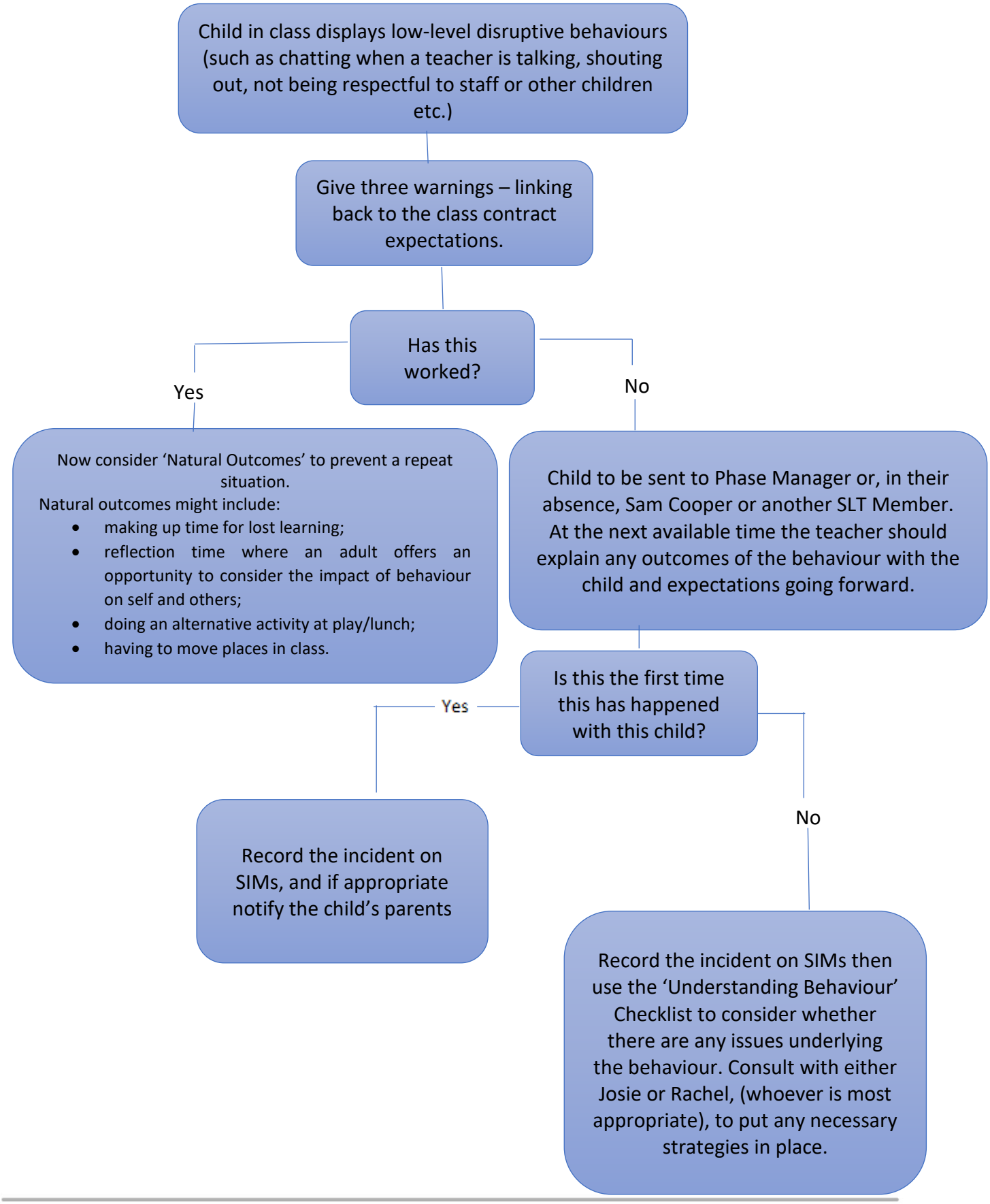
- Are there any events in the child's history that may be impacting upon his/her current responses to adults, peers, learning, the environment?
- Is the child ready to learn or is s/he distracted by unmet physiological or emotional needs?
- What are the precursors to any distressed behaviours?
- Is the curriculum sensitive to the child's learning needs?
- Does the learning environment match the child's learning needs?
- Are learning activities and experiences sensitive to the child's backstory?
- Does the child have a particular vulnerability (SEN/PP/Attendance/CP/LAC/CPC)?
- What is the child's viewpoint? (Put self in child's shoes)
- What is the parent's viewpoint? (Put self in parent's shoes)
- Have basic needs been met- developmentally & historically?

Appendix C

Agreed Motivators	
Year Group:	
Agreed success criteria	
Class Rewards	
Class gifts	

Agreed Motivators	
Year Group:	3
Agreed success criteria	- Walk quietly and responsibly in the corridors - Leave the classroom tidy at the end of a lesson without being reminded by the teacher - Include everyone in group tasks
Class Rewards	- Class board game time at the end of each week (1/2 hour) - End of term trip to the park - Class opportunity to make Christmas cards and gifts for adults at home
Class gifts	Christmas – a card for each child and a chocolate reindeer Pancake day – an afternoon making pancakes with their Buddies Easter – A crème egg each

Appendix D


Child in class displays low-level disruptive behaviours (such as chatting when a teacher is talking, shouting out, not being respectful to staff or other children etc.)
Give three warnings – linking back to the class contract expectations.
Has this worked?
Yes
No
Now consider 'Natural Outcomes' to prevent a repeat situation.
Natural outcomes might include:
making up time for lost learning;
reflection time where an adult offers an opportunity to consider the impact of behaviour on self and others;
doing an alternative activity at play/lunch;
having to move places in class.
Child to be sent to Phase Manager or, in their absence, Sam Cooper or another SLT Member. At the next available time the teacher should explain any outcomes of the behaviour with the child and expectations going forward.
Is this the first time this has happened with this child?
Yes
No
Record the incident on SIMs, and if appropriate notify the child's parents
Record the incident on SIMs then use the 'Understanding Behaviour' Checklist to consider whether there are any issues underlying the behaviour. Consult with either Josie or Rachel, (whoever is most appropriate), to put any necessary strategies in place.

Appendix E

Extreme Behaviours

If a child is displaying behaviours which stop or significantly interrupts learning, are highly disrespectful to a member of staff or are a safety risk to themselves or others the following process should be followed.

Inappropriate Behaviour Occurring During Learning Time:

1. Responsible Adult (or an assistant) to call the school office and request assistance from the Head Teacher.
2. The Head Teacher will remove the pupil from the setting until the following break / end of day.
3. In the Head Teacher's absence, the Responsible Adult will contact either the SENCO (if available) or the Nursery teacher. If either of these are contacted, they will take the class whilst the Responsible Adult removes the pupil from the setting. Alternatively, the class will be removed from the setting by either the SENCO or Nursery teacher.
4. At the next break / end of day the pupil, the Head Teacher and the Responsible Adult (usually class teacher) will meet to discuss the next steps. This will include informing parents.
5. A restorative plan will be constructed, proportionate to the incident. The Phase Lead will be informed and may take the lead on developing the plan (rather than the Head Teacher).
6. The behaviours are recorded on SIMs by the Class Teacher.

Inappropriate Behaviour Occurring Outside of Lesson Time:

1. Responsible Adult (or an assistant) to request assistance from the Phase Leader.
2. The Phase Leader will remove the pupil from the setting.
3. In the Phase Leader's absence, the Responsible Adult will contact the Head Teacher (via the School Office) or the SENCO (if available).
4. At the next break / end of day the pupil, the Phase Leader and the Responsible Adult will meet to discuss the next steps. This will include informing parents.
5. A restorative plan will be constructed, proportionate to the incident. The Phase Leader will take the lead on developing the plan.
6. The behaviours are recorded on SIMs by the Class Teacher.

For behaviours that present a risk to the child, staff or other children a risk assessment should be completed and placed on the child's file.