



Positive Behaviour Policy

Relationships underpin our ethos and are key at The Mease: “Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” Rita F Pierson

Our Aim

At The Mease we aim to create a happy, safe and stimulating environment where pupils are supported and nurtured in order to develop their aspirations and achieve their full potential. We want children’s experiences of school to be enjoyable, safe, secure and rewarding.

We eliminate, as far as possible, the need for punishment and sanctions – avoiding any child forming a view that they are badly behaved. Instead, we provide an engaging, interesting, fun and challenging curriculum, rewarding positive behaviours and promoting high self-esteem.

Positive relationships are the cornerstone of our ethos and approach and children are taught to respect themselves and each other, all members of the community and their property. Children are encouraged to develop positive self-esteem through celebrating work and efforts and through regular opportunities to reflect on achievements and learning.

Staff have high expectations and challenge pupils to be the best they can. An atmosphere of mutual respect is created through adults presenting as positive role models for behaviour.

We recognise that understanding and expressing our emotions will support our pupils in understanding and managing behaviour and this will be embedded in our curriculum. Children are supported and encouraged to co-regulate or, if able, self-regulate their emotions and behaviour.

Expectations

We have three core expectations which help to maintain our happy, safe and calm environment throughout the day based on the principles of Paul Dix. The expectations are summed up in three easy to remember words: Ready, Respectful, Safe.

Summary	Behaviour we expect to see
Ready	<ul style="list-style-type: none"> - We work hard - We wear our correct uniform - We arrive on time
Respectful	<ul style="list-style-type: none"> - Be kind and helpful - Listen to other people - Be honest - Look after property and our environment
Safe	<ul style="list-style-type: none"> - Be gentle - Walk quietly and sensibly around school – “wonderful walking”

In addition, we have one GOLDEN RULE: **be kind**.



These rules are displayed alongside our Stepping Stones to Success:



We promote these core expectations through our **REFLECT** ethos, putting our values at the heart of everything we do:

- R** – Resilient
- E** – Enjoyment
- F** – Family
- L** – Life-long learning
- E** – Everyone achieving
- C** – Communication
- T** – Trust

These are promoted through our curriculum and recognised through our positive approaches.

Consistent Approach

There are five consistencies that all staff will uphold in the school. The cornerstone of each of these are the positive and supportive relationships between staff and pupils. At The Mease, adults:

1. Model positive behaviours and notice these first;
2. Actively greet all learners as they enter the learning area;
3. Show calm and consistent behaviour. They will not shout at learners;
4. Use emotion coaching to calmly and slowly deal with disruptive learners (using clear sanction steps outlined below);
5. Restorative practice to follow up every time, personally and engage in reflective dialogue with pupils.

Our key purpose is to ensure the well-being and success of all our pupils. All adults are responsible for the behaviour of pupils. Staff encourage pupils to make good learning and behaviour choices throughout the school day and challenge undesirable behaviour as soon as it is seen. Staff make clear that poor learning choices have consequences for learning and achievement. Staff have high expectations of behaviour and there are a variety of strategies and rewards in place to recognise and celebrate when pupils are following the **REFLECT** values. Relentless routines are expected in classes and throughout the school to make expectations clear to learners.

Strong relationships between staff and pupils are vital. Staff are fair and consistent with children and take into account individual needs and children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally, staff are approachable and there to help.

To ensure success for all, we also have in place a range of interventions to support pupils to develop positive relationships and refocus on learning at times when they are struggling to do so, for example, calm corners and mindfulness strategies.

Recognising and Celebrating Success at Every Opportunity

Children who consistently meet or exceed our expectations will be acknowledged for their great conduct through celebration assemblies, the awarding of dojo points and messages home.

Class Dojo is a monster themed computerised system that is shared with parents/carers and as a tool for tracking behaviour across school. Parents/carers are able to monitor their child's behaviour through the class dojo app. There is a consistent approach to awarding dojo points and managing behaviour amongst all staff, including play workers.

Dojo points are given for positive learning behaviours linked to our **REFLECT** values. Examples of behaviours that could result in a dojo include: persevering with a difficult task, being polite and showing good manners, working hard to improve a piece of work, being a positive role model in following class routines, looking after a friend at playtime.

Children's individual dojo points contribute to the whole class dojo points amount. These result in whole class rewards that children collectively decide on in their class groups.

Other rewards include: verbal praise, being given a sticker, showing work to another class or member of staff, positive notes, phone calls home, hot chocolate with the Principal.

Strategies for supporting pupils who are not yet able to demonstrate positive behaviours

The school environment is designed to support emotional regulation. Most of our displays will be in a neutral background colour to help create a calm and communication friendly space.

Each classroom has an area that is available for a child to go to when they need a break or time to be quiet and reflect. These areas will be comfortable and contain sensory resources to help children calm down and regulate their emotions. The school rules and our Stepping Stones to Success will be displayed here. Some children will need an adult to co-regulate with them and occasionally further support, for example, through social stories.

Around school there are visuals that build an awareness of feelings and strategies to deal with a range of emotions. There are also positive affirmations and motivational quotes around school. Our curriculum has the development of social and emotional development at its core. Each week there are opportunities for mindfulness activities and reflection. During PSHE lessons and assemblies we actively teach children about emotions, how to look after their own wellbeing and what they can do if they are feeling worried or upset about anything.

Consistent routines are in place to make expectations very clear and to ensure the environment is calm and orderly.

We recognise that some children require additional reassurance and support to understand routines and expectations; to support these children we use visuals including signs and symbols. We make use of visual timetables and now and next boards if appropriate. In addition individual behaviour plans are used to support those children who need specific adjustments to help them develop and demonstrate positive behaviour. Individual behaviour plans take into account individual needs and the reasons behind any particular behaviour. They will:

- Outline specific support strategies that may be needed to support the child;
- Be drawn up in consultation the child and shared with parents.
- Be reviewed regularly.

Whilst we focus on and reward examples of positive conduct, we deal fairly and firmly with anything that falls short of our high standards. Children are supported to recognise that their behaviour can have a negative impact on themselves, property or others. They are expected to take responsibility for their actions and to take steps to put the situation right.

All members of the school community should adopt a restorative approach to support children to reflect on their behaviour and emotions and to identify how they can make positive choices, helping them to resolve conflicts in the class and playground (emotion coaching – see Informal Restorative script in the appendix). Any dialogue about inappropriate behaviour should be held away from other children. Children should never be humiliated or shamed, shouted at aggressively, left outside a door or unsupervised.

Use the following steps to re-engage pupils:

Step 1	Identify children who are demonstrating positive behaviours and praise Non-verbal reminders: - The 'look' - Proximity – moving towards a child's space - Refocusing (it is ok to use the child's name to refocus behaviour) - Directions and encouragement
Step 2	Verbal reminder: - Use of an Affective Statement, eg, It is disappointing when...(name the behaviour) - A reminder of school expectations, eg, reminding child of class rules or school rule - A clarification of why the behaviour is unacceptable and reminding children of possible consequences.
Step 3	Time out within class – up to 5 minutes (FS 2 mins in quiet part of class). This time is a chance to reflect and think about how to make the right choices.
Step 4	Time out in another class – 5-10 minutes This time is a chance to reflect and think about how to make the right choices (FS 5 mins in quiet part of own class)
Step 5	Miss 5 -10 minutes of next available break to make up for lost learning time. Note: Pupils who have not completed sufficient work due to lack of effort may go straight to this step (FS 5 mins in quiet part of class/5 mins completing missed work)
Step 6	Go to paired class with work to complete to the end of the session.
Final steps	In school or trust exclusions
	Fixed term exclusions

Please note, it is not appropriate for children to miss their whole break time.

If a child is removed to another class, the incident should be logged on CPOMS. Parents/Carers may be notified at this stage by the class teacher – particularly if need to leave the classroom has been frequent or the investigation suggests that there is a need to do so.*

Parents must be notified by the class teacher if a referral is made to the Principal.

*CPOMS – An electronic system that is used to track and monitor serious behaviour incidents.

Inclusive language is used to ensure aspects of the learner are not identified as the problem. The unacceptable behaviour will be identified and discussed with the pupil, eg, "I find throwing a book on the floor unacceptable because...." rather than "You are very bad because...."

If a child's behaviour has caused concern during the week, for example, they have reached step 3 more than once in a week, they will spend five minutes engaging in a restorative dialogue. This time will be used to provide children with the time for restorative reflection and plan ahead with the support of an adult.

A child's individual needs and circumstances will be taken into account when applying the above steps. Flexibility of approach may be necessary for specific children. We ask for parent/carer understanding of this.

Examples of behaviours which will lead to reflection and/or consequence include:

Low level disruptive behaviour	Behaviour that would escalate straight to Step 6:
<ul style="list-style-type: none"> - Disrupting another child - Chatting in class - Distraction or interruption - Answering back - Not following instructions - Telling lies - Name calling - Unsafe movement around class or school - Unsafe behaviour - Damaging property (minor) - Playtime incident (minor) - Refusal to work - Annoying other children - Inappropriate language 	<ul style="list-style-type: none"> - Aggressive and violent behaviour causing deliberate injury to children or staff - Vandalism to buildings or property - Bullying - Major lesson disruption - Leaving school without consent - Abusive and threatening behaviour - Vulgar/homophobic/racist language

Parents/Carers

It is important that our parents and carers fully support our approach to promoting excellent conduct. To this end we would invite our families to work on the presumption that if a professional has highlighted a concern regarding their child's conduct this will be a considered decision, taken in good faith to safeguard our children and to support their social and emotional development.

Throughout their time in our school children are learning to understand and manage their impulses, develop an understanding of social etiquette and recognise the importance of mutual tolerance and respect. It is a time when children develop through first hand experiences and by making mistakes - we consider these to be a vital part of their learning journey. Whilst a child may present a slightly different version of their conduct, reflecting their level of social and emotional development, it is essential that the high standards set by the school are supported at home. In this way we can enable all of our pupils to become well-balanced, well-mannered and courteous citizens of the future.

Fixed Term and Permanent Exclusions

We will endeavour to avoid exclusion from the school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or affects the safety of others. The Principal will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all of the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/cares and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive days.

Further information on fixed term exclusions can be found on the following link:

<https://www.gov.uk/government/publications/school-exclusion>

Use of Reasonable Force

All school staff have the authority of the Principal and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Staff will endeavour to use techniques to de-escalate and diffuse situations as a first course of action.

Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

Behaviour Beyond the School Gate

We have a long established expectation that our children's conduct beyond the school gates should reflect the values that we promote and present a positive view of the school within the community we serve.

Reports of children behaving inappropriately outside of the school (for example, when playing locally, wearing their school uniform or on a school trip) will be taken seriously and discussed with parents.

If the behaviour is criminal or poses a serious threat to a member of public, the police should be informed. In addition, the Principal will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, they would follow the Safeguarding Policy.

Associated policies, resources and references

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Health and Safety
- Teaching and Learning
- SEND
- Equalities

Resources and References:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Informal Restorative Script

There are numerous situations in schools where a restorative response is possible, without recourse to full-blown mediation sessions, eg, a pupil miserably standing outside a classroom, a pupil upset in the playground, a pupil angrily reacting in class to a stimulus that the teacher has not seen, a colleague looking fed up in the staffroom.

In some of these contexts the following informal script may be appropriate:

- I can see you're (angry, upset, sad, etc)
- What's happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected?
- What can we do to move it forward?

The opening acknowledgement of how the person may be feeling often acts as a key to unlocking communication at a time when (s)he might otherwise not be very communicative.

The brief interview is conducted in a calm manner with non-threatening body language and the use of open questions helps communicate that the person will be listened to.

As with formal mediation, the approach aims to facilitate reflection on actions, thoughts, feelings, needs and possibilities. The question about who else has been affected is intended to raise awareness that none of our actions takes place in a vacuum.

Mediation – Hearing the Stories

The main body of the mediation involves each of the disputants being asked a set of questions by the mediator. Interruptions are dealt with a verbal or non-verbal reminder of the ground rules.

Ask “A” this sequence of questions:

- Can you start by telling me what happened? (When? Where? Who?)
- What were you thinking at the time?
- What were you feeling at the time?
- What has happened in the past between you and?
- What were your thoughts on that/those occasion(s)?
- What were your feelings on that/those occasion(s)?
- What has happened since the recent incident?
- What have you been thinking?
- What have you been feeling?
- Who else has been affected?

Repeat the sequence of questions with “B”.

In the event of interruptions, issue gentle reminders about the ground rules. If interruptions persist, it may be necessary to check the currency of the disputants’ agreement to be there, eg,

“Can I remind you that you agreed to be here to try to sort out your conflict. I need to check that you want to do this within our ground rules. Are you willing to continue on that basis?”

Make a point of checking with both parties even if only one has been interrupting.

Mediation – Resolution

The final phase of the mediation entails the mediator asking each disputant what (s)he needs, identifying common ground, asking what each party can do and summarising what is agreed:

Ask “A”:

- What do you need from ‘B’ for this to be sorted out?

Ask “B”:

- What do you need from ‘A’ for this to be sorted out?

Identify common ground, eg, “So you are both saying that...”, “I have heard you both say that...”

Ask “A”:

- What can you do to move this forward?

Ask “B”:

- What can you do to move this forward?

- Restate what each is agreeing to and summarise agreement

- So, “A” you are agreeing to...and “B” you are agreeing to...”

- Ask if they want the agreement writing down

- If so, write the agreement and invite them to sign it

- Make arrangement for follow-up, eg, “Would you like to meet again for a couple of minutes in a week’s time to check how things are going?”