Longworth Primary School believes in 'Nurturing Curious Minds' and this is achieved by promoting positive behaviour and outcomes through Restorative Approaches.

Definition

Positive behaviour for learning is demonstrated when children:

- respect for themselves
- respect others
- respect for their school

These are our three behaviour rules.

By doing this the children:

- take responsibility for their own behaviour and learning
- know what is expected of them and meet those expectations
- listen to each other

Aims

- To create a calm, purposeful and happy atmosphere in school at all times
- To encourage and develop intrinsically positive behaviour
- To develop the ability of each pupil to show empathy for others, maintain self-control, and show understanding of the consequences of their actions
- To develop independent learners with a growth mind-set who take ownership of their own behaviours

Guidelines

Positive behaviour management will be achieved through:

- The creation of a welcoming, pleasant and stimulating school environment which, through consistent approaches, motivates learners by giving the children ownership of their school environment, and responsibility for maintaining it.
- Implementing our values: be kind, be respectful, persevere and be curious that have been agreed with the children and shared with parents; reinforcing and referring to these when discussing behaviour and linking to the Green and Gold system when they are followed.
- Assemblies and all other aspects of PSHE (Personal Social and Health Education)
- adults modelling expected behaviours, e.g.:
  - speaking to everyone in a friendly, respectful and calm manner
  - using consistent language with restorative approaches
  - having clear and consistent high expectations
  - Using agreed strategies when dealing with specific children
- good information sharing between all adults through CPOMs, discussing any concerns and making observations on a day-to-day basis.
- Recognising good behaviour through communication to parents: face to face or through email.
- structured, supervised play times with optional planned activities (play leaders)
- well-planned, adaptive teaching and learning (informed by assessment), based on predicted interests, multiple learning styles and a variety of contexts.

Maintaining positive behaviour

Teachers and teaching assistants use a wide range of strategies to maintain positive behaviour and prevent the escalation of minor incidents.

These might include:

- Building positive relationships with children: the drip effect
- Eye contact and non-verbal communications, e.g. thumbs up, smiles
- Quietly mentioning any problem behaviour, providing non-losing face options
- Praising good behaviour to encourage all to follow the model
- Constantly scanning area/Grouping/seating/positioning children appropriately
- Acknowledging and celebrating all examples of good behaviour
- Modelling expected behaviour
- Trying various solutions: hunger, over stimulation, sensory issues, work too hard or easy.
  - All staff are trained in PACE (correct June 2021)
    PACE (Playfulness, Acceptance, Curiosity, Empathy) is a form of caring. It helps create and support secure attachments with children and young people who may have experienced difficulties in early life but staff are able to use this approach with any child at school.
    Need to add the salient PACE approaches (CC)
  - All staff are trained in Team Teach (correct September 2022). The Level One training:
- Increases understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
- Develops a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
- Utilises a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
- Executes simple and safe positive handling techniques including personal safety, appropriate for a low-risk environment (If required by your setting). The techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.

Low-level day-to-day behaviour problems
When instances of negative behaviour occur the child is given a warning. If the behaviour persists, a further warning is given. After 3 times in Fox Class and twice in Badger, Hedgehog and Otter Class, the child is given time out (five minutes or time to complete work, which one of these will be made clear to the child). This can be in the in a neighbouring class or the head teacher's office. If negative behaviour continues following the return to the class, this will be regarded as persistent behaviour and dealt with as detailed in the appendix. The warning system will be "re-set" in the afternoon.
Further sanctions will be imposed and will be dependent on the individual child and the circumstances, and may initially include:

- Discussion about incident, to include some element of restorative justice e.g. an apology etc.
- Encouraging peaceful problem solving led by the children themselves
- Missing part of play time/reward times
- Taking work home to finish
- Recording on CPOMs will allow practitioners to reflect on incident and understand triggers to behaviour.

Change & approval

<u>Details of Changes:</u>
To improve recording of CPOMs:
Recording on CPOMs will allow practitioners to reflect on incident and understand triggers to behaviour.

<u>Links and References</u>
Please see:
- Equality and Diversity Policy; Sex and Relationships Policy;
- PSHE policy and scheme of work; Home-School Agreement
- Anti-Bullying Policy; Curriculum Policy
- SEND Policy

Date agreed: September 2022

Headteacher _____ Governors _____

For review September 2023

Appendix 1:

<u>Serious or persistent behaviour issues</u>
If behaviour incidents persist, or if more serious behaviour incidents occur,
- The child will have time taken off playtime or lunch time.
- other adults in school who have concerns about children's behaviour will communicate their concerns to the class teacher, who will decide if a record should be made
- a discussion with the SENCo is held to analyse the reasons and triggers for the behaviour
- consideration will be given to setting up an individual Home-School communication book or smiley face chart if appropriate, between child, teacher and parents
- These incidents should be recorded on CPOMs.

<u>On occasion, a more serious response may be needed:</u>
- Sent to the headteacher or teacher in charge.
- Parents to be informed of problems and behaviour contract agreed
- The incident will be recorded using CPOMs and discussed with parents by the class teacher either face to face, by telephone or email; this log will be monitored and moderated by head and governors for consistency
- Internal exclusion
- Temporary fixed-term exclusions
- Permanent exclusion (in consultation with Governors and in accordance with statutory procedures)

Unacceptable behaviours include:

- an inability to show respect for diversity (e.g. racism, sexism, homophobia)
- physical altercations with other children and / or adults
- use of swearing, bad language and inappropriate language
- answering back and arguing with adults
- failure to show respect for property (including pupil and school property)
- bullying (direct, indirect or cyber)
- potential to cause harm to self or others

When dealing with these, reference will be made to the school rules.

Appendix 2: Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence

Supporting Effective Practice: Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence

Link to Child Protection Policy September 2022 p28-30: https://irp.cdn-website.com/adca7623/files/uploaded/SG%20POLICY%202022-2023_vad0S8eXSHI3YQe0cLV3.pdf

At Longworth Primary School, we recognise that even if there are no reported cases of peer on peer sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At Longworth Primary School, we have a zero-tolerance approach to abuse. It is never to be passed off as "banter", "just having a laugh", "part of growing up" or "children being children" as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people. We recognise that it is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.

All staff have undertaken training to recognise the different forms that child on child abuse can take, including:
• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).