

## Positive Learning Behaviours and Wellbeing Policy

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### How the school teaches the expected behaviour

1. Each child is taught the CDPS Character Curriculum through whole-school assemblies. This covers the many simple social skills that we as adults can take for granted, e.g. using a knife and fork; introducing yourself; being polite; listening; disagreeing constructively; being assertive and more. The curriculum is sequenced so that knowledge is built over time and is recapped each year. Children can receive Stars of the Week and Friend of the Week certificates based on their understanding and implementation of this learning.
2. Each child is taught the CDPS Wellbeing Curriculum which helps them to understand, articulate and regulate their emotions. These lessons are reinforced during assemblies and at home with animations.
3. The school has strong systems and routines that teachers and staff practise with the children. Each class has non-negotiables which include a lining up order; a seating plan not calling out; asking permission to use the leave their chair; respecting each other at all times and listening when others are talking. When around the school the pupils are expected to walk silently on the stairs and through communal areas. All of the above expectations are taught to the children and reinforced through positive praise.

### Positive Praise

Praise and positive encouragement are used to promote the expected behaviour. Children are given praise on an individual and group basis through:

- non-verbal (e.g. smiles, thumbs up) and verbal praise (e.g. well done for walking so safely)
- constructive feedback on work
- Star of the Week awards – given for positive attitude, effort and achievement
- Friend of the Week awards- given for being a good role model; helping others; being friendly; overcoming challenges and showing a positive attitude.
- becoming a house captain – voted for by pupils
- becoming a peer mentor-children can apply for this role
- becoming a school councillor – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- House Points can be used to reward individuals or whole groups

- postcards home – staff send home 2/3 postcards a week giving praise to children for particular behaviours they have seen

### Adult dos and don'ts for promoting positive behaviour for learning

Adults in the school must not shout- nothing is gained by being verbally aggressive or modelling a lack of control.

When reacting to negative behaviour we should:

- be calm and unemotional (i.e. avoid overly emotional words to describe behaviour – it is never 'disgusting' or 'terrible')
- limit attention on the child by giving feedback in private where possible (i.e. not in full view of the class)
- deliver a consequence if needed
- take time to explain the decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).

For example, we describe the behaviour and its impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at Charles Dickens. You will need to miss some of your play whilst...."

To maintain positive behaviour, adults will:

- start lessons promptly and punctually – empty time leads to misbehaviour
- have a clear seating plan– make it clear that lessons are about learning not socializing
- use a lining-up order and ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere.
- insist on children answering you politely e.g. "Yes Miss XXX."
- use children's names rather than pronouns such as 'you', 'sweetheart' etc
- focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour
- ensure pupils are escorted up and down stairs - in silence and at a sensible walking pace
- arrive to collect pupils from playtime before the end of play – arriving afterwards leads to unattended lines of children

When communicating, adults will:

- use a polite, calm tone of voice at all times. A harsh, strident tone is counter-productive producing a negative response in the child.
- focus on the behaviour, not the child

- use 'we' when talking about expectations: 'At Charles Dickens, we do not throw pencils'
  - use 'if' and 'then' to clarify actions and consequences, e.g: 'If you choose to throw a pencil, you will then miss your play.'
  - follow through on 'if' and 'then' statements made but NEVER make threats which do not follow the school system, including giving class or group sanctions where an individual or individuals are at fault
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model that mistakes are normal and that we take responsibility for our actions.
  - All teachers must teach behaviour explicitly through wellbeing lessons and practise expected routines with the pupils.

### **Managing low-level disruption in the classroom using the warning system**

If redirection and positive encouragement do not work, adults will use the following warning system:

- Step One – reminder of the expected behaviour. eg: "This is a reminder that we face the front and listen. Thank you." It's important that children understand that the adult may not use the word "warning." If a child is spoken to about their behaviour, then they should consider this part of the warning system.
- Step Two – verbal warning. "I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."
- Step Three – the child will be informed that they are missing some of their play as a consequence.
- Step Four – if the behaviour continues and is disrupting the learning of others, the child will be sent to work in another class, ideally within the same year group. The child will take their learning with them. If the child refuses to leave the classroom, a blue card will be sent and a member of the senior leadership team will assist. At this point, parents will be informed. The child will then miss some or all of their lunchtime play to catch up on missed learning. A member of the SLT will also speak to the child about their actions to ensure this behaviour does not happen again. If necessary, a course of behavioural mentoring will be put in place to take place during playtimes.

The warning system is cumulative but should begin again for each new incident. Warnings should not be held over children for longer than one morning or afternoon session. Children must have a chance to successfully improve their behaviour.

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. These behaviours include:

- bullying/racism/homophobic language-
- swearing or obscene language
- fighting or intention to harm
- vandalism (school property or that of other pupils)/stealing
- throwing objects
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to go to another classroom when the warning system has been followed.

If adults are regularly having to follow the warning system and a child's behavior is not improving, the school may feel that the child would be unsafe to attend an out-of-school trip. In this situation, the school will explain this to the child and carer. The school's decision will be final in this circumstance.

## **Suspensions**

On rare occasions the headteacher may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions are an extreme step and will only take place when long-term misbehavior is not improving as a result of the strategies above. Very occasionally, an incident may be serious enough to warrant an immediate suspension, e.g.:

- the use of racial or homophobic language when the child is aware of its meaning and impact
- causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or through cyberbullying)
- physically assaulting a member of staff
- causing permanent damage to the school building and property
- when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of suspension, the pupil and carer will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully. (Please see the TCSET Suspensions policy for more information).

## **The use of reasonable force**

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury to themselves or the child.

### Who can use reasonable force?

- All members of school staff have the legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people who the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organized visit.

### When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults is the number one priority.
- Key members of staff have restraint training throughout the school and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour, the school can use reasonable force:

- when behaviour disrupts the learning of others and the child refuses to leave the classroom
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- when a pupil is at risk of harming themselves through physical outbursts.

The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team. If the school has restrained a child, then the carer will be informed.

**The school cannot use force as a punishment – it is always unlawful to use force as a punishment.**

### **Lunchtime Behaviour**

When there is negative behaviour, the following procedures will apply:

If the behaviour is of a low level, such as running on the stairs, then the warning system will be used in the same way as the classroom. However, instead of being sent to another classroom, the child may be given a time-out in a specific area of the playground or by the gate.

If the incident is more serious, then the staff member will take the following steps:

1. Ask the child to move away from the situation into an area of the playground or building which is quieter.
2. Move down to the level of the child and adopt open body language.
3. Stand at a respectful distance from the child and initiate respectful conversation.
4. Use neutral body language to avoid further aggravating the situation e.g. not folding arms.
5. Remain calm and use a talking voice to speak to this child. Shouting is never acceptable.
6. Give the child a 5-minute cool down until they are already to articulate what happened, if they need it.
7. Listen to the child and not jump to conclusions.
8. Deal with the situation in the same way as the situation would be dealt with within the classroom using the above steps.
9. Communicate with other members of staff to explain a situation in private without the child being able to hear them.
10. Avoid using emotive language to describe what happened. Describe the facts.
11. However, if a situation is serious involve the Head or Deputy Head in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in the hall, with the pastoral team or in the headteacher's office. Any poor behaviour will be reported to the class teacher at the end of lunchtime.

At the end of playtime and lunchtime adults will raise their hand indicating that play has finished. Children are expected to stop and raise their hands to indicate that they have heard. Once everyone has stopped, the children will be asked to walk to their class line without speaking. If any child fails to follow this routine, they will be asked to miss 5 minutes of their playtime as a consequence.

Teachers are to arrive before the end of lunch to support this routine.

### **Managing serious incidents whilst on the playground**

If there is a fight or a child who is out of control:

1. Send a child to the school office with a blue card (with class name on it) where possible - the office staff will immediately contact a senior staff member or someone with behavioural expertise.
2. Remove the other children calmly.
3. Speak calmly and with authority to the child in need:
  - ✓ STOP.
  - ✓ YOU HAVE MADE A MISTAKE
  - ✓ LET ME HELP YOU
  - ✓ FOLLOW ME
  - ✓ EVERYTHING WILL BE FINE

Repeat this sequence to calm the situation. Particularly the last three statements. Senior staff will arrive to help.

### **Governors**

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The headteacher will report to Governors on a termly basis and the policy is revised on an annual basis.

## The application of the policy

The Positive Learning Behaviours and Wellbeing Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.