

*A nurturing, inclusive, learning community that enables everyone to be their best*



**CALTON**  
PRIMARY SCHOOL



**CALTON**  
PLAYGROUP

## **CALTON PRIMARY SCHOOL AND PLAYGROUP** **Behaviour Policy**

**Approved by: Full Governing Board – 4<sup>th</sup> December 2023**

**Next renewal date: Term 1 2024**

**Linked Policies:**

Child Protection & Safeguarding Policy  
Governors written statement of behaviour principles  
Positive Handling Policy  
Mental health & wellbeing Policy  
Anti-bullying & hate policy  
Equality, inclusion and diversity Policy  
Suspension & Exclusion policy  
Parent Conduct Policy

## Introduction

At Calton Primary and Calton Playgroup we believe that learning happens best when there are good relationships; between staff, between children, with parents and carers, and with the wider community. We expect all staff to establish a calm and supportive environment where children feel safe, valued and listened to. We feel that when everyone feels safe and secure, being treated with respect and treating others with respect they will be in the right frame of mind to learn effectively.

We approach behaviour in a positive manner establishing mutual respect and placing emphasis on everyone taking responsibility for their behaviour and working restoratively to put things right when they have gone wrong.

Staff work hard to support the building, maintaining and repairing of relationships so that everyone achieves the best possible outcomes. Through this process everyone will be supported to develop a resilient approach and to develop their responsibility and self-respect.

## Implementation

The implementation of this policy will support everyone to understand that their behaviour has an impact on others and they will be supported to develop the skills and knowledge of how to restore the situation and to work towards a better outcome for all. In addition to this, this policy aligns with the Governors written statement of behaviour principles.

### Our Values (STARS):

**Skills** – Learn, Practice, Do

**Togetherness** - Friendship, Relationships, Community

**Aspiration** – Ambition, Dreams, Goals

**Resilience** – Try, Bounce Back, Overcome

**Success** - Progress, Pride, Celebration

### Golden Rules

Be kind

Be ready

Be safe

## Restorative Practices

Restorative practices resolve conflict between individuals; rebuild and repair any harm that may have occurred.

Everyone is encouraged to acknowledge the harm that has been caused, the impact of the harm and to have the opportunity to repair the relationship. These conversations occur when everyone is ready to take part using non-confrontational language. It is essential that all parties have a voice and are heard so that all the facts can be determined.

Restorative practices encourage us to think about how behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection. We believe that by using Restorative Practices we are giving the children the skills to independently make better and more informed choices in the future.

If a child or member of staff in our school has been affected negatively by someone else's behaviour, we will try our best to make sure they feel that it has been put right for them and it will not happen again. If a child has done something wrong, they will be offered opportunities to put things right and change their behaviour so it does not happen again. **Everyone needs to understand that there are consequences for their behaviour.**

By using Restorative practices everyone is able to have their say and listen to the voice of others. The following questions are asked to establish the facts and a way forward:

- **What happened? (Truth telling)**
- **What were you thinking/feeling? (Impact)**
- **Who has been affected by this? (Impact)**
- **What needs to happen now (Solution Focussed, Repair & Resolution)**

Before these conversations can occur, everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and taken to a safe place for this to occur. Depending on the situation Team Teach approaches or a Positive Handling approach may be used to remove a child from a situation. As a consequence of some behaviours a child may need to have 'reflection time' from lessons or during break or lunchtime to ensure they understand the impact of their behaviour. These times will be supported by a member of staff and will be conducted in a restorative manner. Details of the incidents will be recorded on our school system (CPOMs) and parents will be informed.

As part of the reparatory process within Restorative Practices consequences will be put in place in accordance with the nature and severity of the incident and in a way that reflects the needs of those involved.

Restorative Practices are at the heart of what we do – we believe the school can only be successful when it is a true community. This can only be achieved by building strong relationships, displaying good behaviour and respect for all and accepting responsibility and an understanding of others, when resolving conflict.

What is important in establishing this learning environment are our five fundamental values and our 3 Golden Rules, which are supported by our individual responsibilities and actions to safeguard these rights. Everyone within the community has a responsibility to safeguard these rights and to seek through their actions to ensure they are understood and embraced by all. This responsibility applies to all of us within the community at all times.

### **The Relational Approach to Behaviour Management**

1. All staff take time to recognise positive behaviours and reward success in a variety of ways – see appendix 1.
2. In conversation with children, focus on our Golden Rules by reminding children that their actions impact on others and they have a responsibility to safeguard others' rights.

3. When a behavioural incident occurs what we are seeking as a member of staff is compliance and resolution; consider how our actions and words facilitate this and seek it appropriately, giving children time and space to resolve the situation. Treat every situation as an opportunity to develop their learning and understanding further.

4. As a school we seek to educate children and develop their personal skills so they accept accountability for their actions and can construct their own solutions. Our approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but staff should seek the most appropriate way of educating our children and developing their skills of self-control, empathy and emotional management so that they have an alternative framework by which to behave if a similar situation arises again. We acknowledge that this approach can be more time consuming and require a greater emotional involvement of staff.

5. All staff will help children find their own solutions to problems they face: learning, emotional or behavioural, rather than identify the details of a problem and resolve it for them.

6. All staff will work as a team to support the children as they grow and develop, in partnership with parents and where appropriate other agencies.

**In order to achieve this, the staff will**

- Follow our Behaviour Blue Print – see appendix 1
- Provide over and above recognition
- Follow our values – STARS
- Our Golden Rules
- Follow the Relentless Routines
- Use Restorative questions and restorative language
- Use the stepped behaviour pathway and plan
- Use scripted language
- Use the Zones of Regulation

**Approaches to our values**

**In our school:**

- Children will choose an adult that they feel they can relate to in the time of need or crisis
- Children will be given the opportunity to 'check in' to discuss their current emotional state using the zones of regulation, emotion cards and circle times.
- Display the zones of regulation
- Children will be encouraged to make positive choices and be rewarded accordingly using the school reward system
- Children will have a clear understanding of the expectations of the school community
- Children can check in with EAA and Inclusion team
- Children will be encouraged to make positive choices during play

- Children will have the opportunity to use their imagination through play, using the OPAL equipment

### **Behaviour interventions:**

Positive behaviour will be recognised and praised and encouraged to support the development of all. The best form of behaviour intervention acknowledges and enhances the positive. We will use the school Dojo system effectively to recognise pupil achievements and developments as well as catching children doing the right thing and enhance these behaviours.

All behaviours which do not allow others their rights should be challenged using the 3 Golden Rules and our scripted language. Actions taken should seek to both encourage children to become accountable for their actions and the impact they may have on themselves and others (Restorative Practices) and encourage them to change future behaviours.

However, if behaviours do continue the Stepped Behaviour Pathway and Plans process will be used:

- Reminder given – children reminded of the rules broken and praise those who are conforming
- Caution – outlining behaviour and consequences quietly to the child/remove from environment
- Reflection time – outside of the classroom, in another class, break time, portion of lunch time
- Yellow card – parents informed
- Red card – parents informed
- Suspension

At all stages consideration of children's needs to be given and the option of further support. Affective statements to run throughout – see appendix 1

Parents/carers will be informed of behaviour and strategies that have been used through the stages.

If the child or anyone else in the situation is unsafe the EAA, with support of other trained staff, reserve the right to remove the child from the situation promptly and take them to a safe space to restore calm and safety for all. This will be done through Team Teach approaches. (See Positive Handling Policy - PHP).

If behaviour continues and any member of the community remains at risk staff reserve the right to remove or exclude the pupil from a lesson, an activity, break or lunch, until calm and order is restored. At times, a more suitable alternate provision may be sought out for the pupil to better suit their needs.

### **Sanctions**

The purpose of sanction is to bring about a change in behaviour by:

- helping children to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others

- helping children (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping children to learn to take responsibility for their behaviour

A sanction should

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be used consistently
- be proportionate to the nature and seriousness of the behaviour
- take account of the individual needs of the child
- be recorded in the appropriate manner (CPOMs)

### **Preferred approaches to using sanctions**

- Planned approach before there are any incidents
- A sanction in itself will not change behaviour. Fear of sanction is a very poor motivator
- After the sanction, ensure you reset the relationship, you are the adult e.g. 'David, you have missed your break. That incident is now finished with. Let's get on with today's lesson'
- A system of warnings and consequences, (ensure children are given opportunities to de-escalate) is helpful, we will avoid, where possible 'public displays of sanctions'
- Giving clear expectations about what behaviour is unacceptable, with clear unambiguous instructions, affective statements, scripted language and the consequences for that behaviour using WINE (Wonder, Imagine, Notice = Empathy). For example: 'David, I **N**otice that you are constantly shouting out, and I can **I**magine that the other children in the class are getting annoyed, I **W**onder whether you could let other children have a say please.
- Avoid arguments and negotiations once a sanction is imposed, but give clear choices about further conduct. 'David, the missing of break is set. I would now like you to complete the next task'
- Give clear statements about choices and consequences. For example: 'David, if you chose to shout out again, I will give you a verbal warning.'
- End on a positive e.g. 'Thank you'

### **1st response at Calton Primary School**

The red triangle will be sent to the most senior leader within the phase e.g. Assistant Head, Phase Leader. All red triangle incidents will be recorded by the staff members involved.

This should be used in emergency situations for the following:

- Damage to property
- Dangerous behaviour

- Exiting from class without permission and wandering the school site, refusing to go to designated safe space to calm
- Physical Assault
- Refusal to follow instructions leading to unsafe environment
- Medical emergency

### Zones of regulation

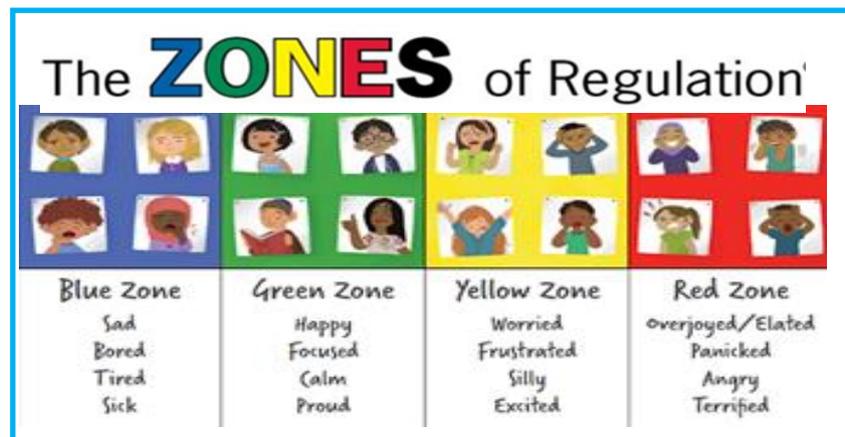
Zones of regulation are a concept to foster self-regulation and emotional control.

At Calton we allow pupils to check in regularly with how they are feeling. Encouraging them to think independently about their emotions and begin to understand why they feel this way. Children are encouraged and supported in building up a range of strategies to support them in times of emotional deregulation.

If a child chooses to be in a zone other than green someone within the classroom will check in accordingly.

Check in's happen freely during the school day with children having access to the zones in each classroom.

### These zones are displayed in our classrooms



### Team Teach – Please refer to our Positive Handling Policy

We pride ourselves at Calton on providing a safe learning environment for our children. Sometimes, some of our children may get anxious or agitated – we will do our best to help children to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down. This can require positive handling. At Calton, we have adopted the Team Teach approach to manage challenging behaviour. A number of teaching and non-teaching staff have been trained in the use of this approach. Team Teach promotes the least intrusive positive handling strategy and offers a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal/non-verbal and/or de-escalation strategies being used and exhausted before positive handling strategies are utilised. It should be stressed that 95% of Team Teach strategies are about diversion and diffusion and only 5% resulting in physical intervention.

Following guidance and advice from DFE and The Health and Safety Executive, teachers have been made aware of three situations when the use of physical interventions may be necessary, they are:

- Where imminent injury may occur
- Where damage to property may occur
- Where a pupil is behaving in such a way that compromises good order and discipline

Team Teach is recognised as being an acceptable and authorised response to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

Children are informed that staff are trained in Team Teach and that it is an acceptable method of intervention that will be used at Calton Primary. Where Team teach is used, this will be recorded on the schools CPOMs system.

**Bullying** - please refer to the **Anti-bullying and Hate Policy**

**Inclusion** – please refer to the **Equality, Inclusion and Diversity Policy**

**Exclusions** – Suspension or permanent. Please refer to the **Suspension and Exclusion Policy**

The Headteacher retains the right to suspend or exclude pupils on disciplinary grounds. Any decision to suspend or exclude will be:

- lawful
- rational
- reasonable and fair
- proportionate

**Behaviour from parents** – Please refer to **Parent Conduct Policy**

We believe that staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm, or distress by parents to users of the premises is contrary to the aims of the school and will be challenged.

**Behaviour Outside School, including online** – please refer to **E-safety policy**

- Pupils' behaviour outside school e.g. trips, is subject to the school's Behaviour policy. Unwanted behaviour in these circumstances should be dealt with as if they had taken place in school.
- Where pupils attend visits to other schools e.g. Year 6 move up day/days. The visiting school's behaviour policy will be used.
- Behaviour outside school, but not on school business e.g. start and end of day, the Head Teacher may suspend or exclude a child if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

**Safeguarding safety at school** – Please refer to our **Child Protection and Safeguarding Policy**

The designated Safeguarding Leads are (DSL) are:

- Jane Barker-Doe     Head Teacher

The Deputy Designated Safeguarding leads (DDSLs) are

- Kirstie Norris             Assistant Head Teacher
- Laura Timings             Assistant Head Teacher
- Stella Smithson          Family Support Worker
- Matthew Holton          Inclusion Lead
- Emily Shardlow          Playgroup Manager

All staff must be alert and sensitive to actual evidence of any safeguarding concerns: irregular absence, changes in child's behaviour, cleanliness or reported information concerning pupil's welfare and safety – i.e. 'pupils at risk'. Sometimes a friend will express concern about 'their' friend.

All concerns however minor MUST be reported to the DSL's.

NB If a child discloses information, DO NOT cross-examine them, record the information on a Safeguarding Referral Form and pass to a member of the Safeguarding team.



## CPS Behaviour Blue print

### Our Values (STARS)

**Skills** – Learn, Practice, Do

**Togetherness** – Friendships, relationships Community,

**Aspiration** – Ambition, Dreams, Goals

**Resilience** – Try, Bounce Back, Overcome

**Success** - Progress, Pride, Celebration

## Relentless Routines

Wonderful Walking

Hand in the air for attention

Visual countdown

Safe sitting

## RECOGNITION, RECOGNITION, RECOGNITION

Routinely notice positive behaviour at every opportunity through praise to nurture a positive

### Visible adult Consistencies

Calm and consistent

### Over and Above Recognition

### Restorative Questions



## Calton Playgroup Behaviour Blue Print



### Our Values (STARS)

**Skills** – Learn, Practice, Do

**Togetherness** - Friendship, Relationships, Community

**Aspiration** – Ambition, Dreams, Goals

**Resilience** – Try, Bounce Back, Overcome

### Relentless Routines

Wonderful Walking

Hand in the air for  
attention

Safe sitting

Active listening

### RECOGNITION, RECOGNITION, RECOGNITION

Routinely notice positive behaviour at every opportunity through praise to nurture a positive

The Calton Colour Monster