

**Nook Lane Junior School**  
**Positive Behaviour Policy**  
**September 2022**

**The school community seeks to create an environment which actively promotes and reinforces positive behaviour.**

### **Aims & Expectations**

- Every member of the school community feels valued and respected.
- Each person is treated fairly and with dignity.
- We trust and support each other.
- We have a school where everyone feels happy, safe, secure and listened to.
- We promote positive relationships, self- esteem and self- discipline so that we can work and learn together and build healthy and supportive relationships.
- Define acceptable and positive standards of behaviour.
- Ensure the school's expectations and strategies are widely known and understood.
- Consistent responses to positive and negative behaviours.
- Encourage the involvement of home and school in the implementation of this policy.

### **Expectations are the core values of the school.**

- We embrace difference and diversity.
- We are friendly, caring and polite and we work together co-operatively.
- We are independent, organised and always ready to learn.
- We have a voice and we listen to others.
- We are determined, resilient and we persevere.
- We work hard to know and value ourselves so that we can reflect on our behaviour and learning.

The core values of the school feature regularly in class work, assemblies and form the basis of the celebration of personal growth and development celebrations in school.

Children bring a wide variety of behaviour patterns based on differences in their life experiences. We work towards standards of behaviour based on the child's age, development, life experiences and abilities. We understand that behaviour is communication, and that there can be a wide range of triggers and underlying factors to behaviours that we see.

We make reasonable adjustments for children with additional needs/disabilities, using a variety of support to enable them to be successful in their social and emotional development.

### **Routines**

Teachers discuss the school routines/rules and procedures with their class. This includes developing understanding of the core values in weekly Emotional Wellbeing/SEAL lessons.

Routines, rules and procedures make it clear to children how they can achieve acceptable standards of behaviour.

- They will be kept to a minimum.
- They will be positively stated, advising children what to do rather than what not to do.
- There is a clear rationale, made explicit to all.
- They are consistently applied and enforced.
- They should promote the idea that every member of the school community has responsibilities towards each other.

## **Promoting positive behaviour**

We believe that children develop and learn best when they feel respected, liked, safe and secure and when self esteem is high. Our aim is for our children to enjoy their time at Nook Lane and to feel that it is a place where they are valued.

Our core values support the school community in providing a positive climate where children receive recognition for following the core values to create a safe and secure learning environment.

We hope to achieve these aims by:

- Staff and adults working in school present as positive role models by showing respect, warmth, understanding, humour and empathy.
- Encouraging mutual respect and courtesy.
- Discussing, teaching and demonstrating fairness.
- Nurturing and celebrating positive behaviours.
- Understanding that all behaviour is communication and some behaviours may be due to developmental difficulties, trauma, situational difficulties or learning needs.
- Not labelling behaviours but understanding and supporting the needs of the child/family.
- Providing a trauma informed, warm, safe and caring environment where children are listened to by the 'emotionally available adults' in school. Staff have received training in implementing the strategies and language from trauma training.
- Helping every child feel valued.
- Promote honesty and courtesy.
- Exploring the differing needs and perspectives of others.
- Teaching children about what positive, healthy behaviours look like and feel like and how negative, unhealthy behaviours make others feel.
- Having consistent expectations.
- Ensure fair and supportive treatment for all, regardless of age, gender, race, religion, ability or disability.
- Show appreciation of the efforts and contribution of all.
- Giving children a voice through class discussions, School Council meetings and Curriculum Council meetings regarding taking ownership of the core values.

## **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about how their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays, all have an impact on the way children behave.

Classrooms are organised to develop independence and personal initiative. Resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of individual contributions and each classroom provides a warm and welcoming environment.

Teaching methods encourage enthusiasm and active participation. Lessons develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise encourages good behaviour as well as good work. Constructive comments are a private matter between teacher and child.

## **How we recognise and celebrate positive behaviours.**

Our rewards reinforce positive behaviour and have a motivational role in school. The most common reward is praise (informal, formal, public and private, to individuals and groups). It is earned by the maintenance of good standards as well as by noteworthy effort or achievements. Praise for positive behaviours should be as frequent as for work.

- Class rewards for individual pupils– to be decided by each class teacher to support the age and profile of their class. This may include awarding a raffle ticket for demonstrating positive core value behaviour. Weekly raffle draws take place in these classes. Any member of the school community can nominate a child for a core value token.  
Teachers may use other reward systems in class, which are appropriate to the year group.
- Whole class rewards – for example, filling a jar with marbles to celebrate a class working co-operatively and positively. Children may choose the reward once the jar is full. This may include watching a film, a party or games.
- Notes home to inform parents/carers about their child’s positive behaviours/demonstrating one of the school’s core values.
- Headteacher award for demonstrating core value behaviours in and around school. These are awarded every half term.
- Nook Lane Knockout cards. Following on from a school competition inviting the children to design a card to acknowledge how successful they are being in school, we now have 5 different designs on the new Nook Lane Knockout cards. Adults in school will nominate up to 3 children each week who have demonstrated good learning attitudes, inclusive attitudes and approaches. Children who have received the award will be acknowledged in the whole school Friday assembly each week.
- Citizenship award – a half termly celebration assembly. Children are nominated for demonstrating outstanding behaviour, both in and out of school, contributing to their community and showing progress in their social and emotional development.
- Whole school ‘Ask me why I’ sticker. All school staff are able to award children one of these stickers when children are observed demonstrating one or more of the school’s core values in and around school.

## **How we support positive behaviour through whole school social and emotional lessons and small group or 1:1 intervention.**

- Thinking boxes in every class to give children the opportunity to communicate their feelings.
- Twice daily communication between class teacher and children during registration time to give children the opportunity to name how they are feeling to allow support to be put in place to minimise dysregulation/negative behaviours.
- Weekly Relationship, Sex and Health Education (RSHE) lessons to explore social and emotional development, understand and support the feelings of others and how to look after our physical and mental health to make positive lifestyle choices.  
Develop an understanding of diversity and difference in our society to ensure positive relationships and behaviours towards others.
- Zones of Regulation lessons for all children to explore the different feelings we experience and the strategies to use to support healthy mental health and wellbeing.
- Social Skills groups.
- 1:1 support with the Inclusion Manager.
- Assemblies – with a focus on the school’s core values, social and emotional skills.
- Circle of Friends support to help children develop positive relationships with peers.
- Pastoral Support Plans.

- Anti-Bullying Week.
- School Council and Curriculum Council discussions.

### **Negative/inappropriate behaviour:**

- Hurting someone physically
- Fighting
- Stealing
- Calling children names
- Excluding children from games both in and out of class
- Bullying – see the school’s Anti-Bullying Policy
- Making sexist, racist, disablist comments towards others.
- Damaging property
- Shouting out in class
- Ignoring adult direction/instruction
- Being rude to adults in school
- Threatening behaviour
- Not complying with school/class rules, not following the school’s core values.
- Swearing
- Not completing an agreed amount of work in class
- Disrupting the learning of others
- Telling lies
- Playing games not allowed in school
- Playing in areas of school not permitted
- Spoiling the games of others

### **Supporting negative/inappropriate behaviour**

Although rewards are central to promoting positive behaviour, we also use clear consequences to manage unacceptable behaviour.

Some children find it difficult to manage their responses and behaviours due to learning needs, social and emotional developmental difficulties, situational difficulties and communication needs. In such situations, we employ a bespoke reward and support system, taking into consideration the age and developmental stage of the child as well as any additional learning, social and emotional needs.

There are many strategies that teachers employ to support and manage negative/inappropriate behaviours in school, including those cited above:

- Strategic seating in class – sitting with supportive peers.
- Children have an ‘office space’ to support regulation and focus.
- ‘Catching’ the child demonstrating positive behaviours.
- Praise and celebration when demonstrating the school’s core values – class- based rewards and/or whole school rewards as described above.
- Employing trauma informed
- Relationship Policy which uses trauma informed strategies to support a warm, welcoming, safe and empathic environment. This includes the use of Protect, Relate, Regulate, Reflect and Repair strategies to ensure children feel safe, have positive and nurturing relationships with the adults in school, feel listened to and understood, have opportunity to express their feelings and learn new



ways to communicate effectively and positively about their behaviour and feelings and ways to redress any 'wonky narrative' they may have about themselves.

- Focus on specific core values and work with parents/carers to develop success. This may include support from external agencies where appropriate.
- Time with a supporting adult in school to positive communication skills
- Distraction/diversion.

Some children receive additional support from external agencies, including the school's Educational Psychologist, Learning Support Teacher, Speech and Language Team, the Autism Team and/or MAST – the multi-agency support team who work with children and families.

### **Consequences**

When low key strategies are not effective, we need to move into a series of strategies to manage and support negative behaviours, some of which may occur concurrently. Each situation and each child must be supported individually.

The school uses a monitoring system where negative behaviours, as listed above, are noted on a class register. When verbal warnings are shared with a child this is noted as a tick next to a child's name. Once a child has 3 ticks next to their name, they are asked to attend a reflection time during the last playtime of the day with a member of the Senior Leadership Team.

There may be circumstances where the Headteacher is involved from the start, e.g. bullying, racial incident, fighting, swearing at a member of staff or violent behaviour.

The child will be asked to talk about what happened and they will be given support to think of alternative ways to react to situations, referring to the Zones of Regulation strategies, at an age appropriate level.

When a child has attended reflection time 3 times in a half term period, parents will be contacted to discuss any possible concerns. Most instances of negative behaviour are minor and can be dealt with and supported through minor consequences. As a last resort, a fixed term exclusion may be considered (following the Local Authority guidelines).

Where anti-social, disruptive or aggressive behaviour is frequent, high intensity or significant duration, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place.

For children who have difficulty following the behaviour policy or are at risk of a fixed or long term permanent exclusion, a Pastoral Support Plan will be developed with parents/carers and the child to find ways to support positive behaviours and to understand any triggers for negative/inappropriate behaviours. School will meet with parents/carers every 2 weeks over a 12 week period to review and evaluate the support and progress made by the child.

If there are still concerns, a referral may be made to an appropriate external agency – the school's Educational Psychologist, Learning Support Teacher, Speech and Language Team or MAST (Multi Agency Support Team).

### **Physical intervention**

Physical intervention is when an adult uses strategies to manage a child and move them or hold them to keep them and/or others safe. The use of physical intervention is rare. The vast majority of children go through their whole school careers without the need for this.

School have a duty of care to all their children. Department for Education guidance indicates this means that physical intervention can be used to:

- Prevent a child from hurting themselves.
- Prevent a child from hurting others.
- Prevent a child from disrupting a school event, trip or visit.
- Prevent a child from running away.
- Prevent a child from damaging property.
- Prevent a child from causing disorder.

The decision whether or not to physically intervene is down to the professional judgment of the staff member(s) concerned and always depends on the individual circumstances.

Despite schools having the legal powers to use force in this way, staff will always endeavour to de-escalate situations and only use force where no other option is appropriate.

We will make reasonable adjustments for children with special educational needs/disabilities.

Schools do not require parental consent to use physical intervention. However, whenever a physical intervention is used, the child's parents/carers will be informed. Also, where a child is believed to be at high risk of needing physical intervention, a behaviour plan or positive handling plan will be written by school. This will be discussed with parents/carers.

The power to intervene applies to any member of staff. Not all staff are trained, but, if, for example, on a school trip, a child puts themselves in physical harm, it may be in the child's best interests to physically intervene to prevent further difficulties. Any physical intervention will be reasonable and proportionate and necessary. Lawful use of these powers is a defence to any court/legal action.

Written records of all incidents of physical intervention will be made on the day, or as soon as is reasonably practicable, using CPOMs software and named as a 'Positive Handling Intervention'. This will include:

- Reason(s) for use of physical intervention.
- Member(s) of staff using physical intervention.
- Names of any adults (and children if appropriate) who witnessed the physical intervention.
- Description and approximate duration of the physical intervention used.
- Location of incident.
- When/how parent/carer was informed.
- Any reflection/follow up/consequences regarding the child (this is important to help reduce the use of physical intervention over time).
- Any post -incident discussion and reflection with staff (this may be added later as a second record depending on when the post-incident discussion/reflection is able to happen).
- The Headteacher will ensure that the level of staff training is appropriate for the level of need in school.

### **Searching pupils**

The use of legal search powers is uncommon in primary schools. Nevertheless, the Department for Education ask that all schools outline their approach to searching.

Our policy follows the Department for Education guidance:

- 'School staff can search a pupil for any item if the pupil agrees
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - Knives or weapons
  - Alcohol

- Stolen items
- Tobacco and cigarette papers, illegal drugs, fireworks
- Inappropriate sexual images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)'.

Headteachers and authorised staff can also search for any banned item, provided we have explained in the rules that this banned item might be searched for.

Any use of search powers will be recorded on CPOMs, including the reason for the search and who was present.

Parents/carers will be informed if a child has needed to be searched. The reasons for searching the child will be explained, as well as any outcome.

### **Review**

This policy is reviewed annually.

### **Role of the class teacher/teaching assistants/lunch supervisors**

Clear communication within the school and positive partnerships with parents/carers is crucial. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns and of the steps being taken in response. The key professional in this process is the class teacher. They will communicate their concerns with the school's SENCo (Special Needs Co-ordinator) or Headteacher so that strategies can be discussed and agreed before more formal steps are taken.

Adults role in school:

- To ensure the Positive Behaviour Policy is supported and followed in class and around school.
- To model positive behaviour.
- To teach lessons where social and emotional development is the focus.
- To celebrate positive behaviour with the class.
- To have high expectations of children.
- To have an understanding of the different needs of the children in school and apply appropriate support and strategies in consultation with the SENCO, parents and external agencies.
- To apply consistent early intervention strategies for inappropriate/negative behaviours, with a focus on the school's core values.

### **Role of the Headteacher**

- It is the responsibility of the Headteacher, to implement the school's positive behaviour policy consistently throughout school and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- To support staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- To follow local and national guidelines for fixed term and permanent exclusions.

### **Role of parents/carers**

- The school works collaboratively with parents/carers, helping children to receive consistent messages about how to behave positively at home and school.



- Positive Behaviour Policy is shared on the school website and shared with parents, on request, as a paper copy.
- When children are admitted to school, parents/carers to complete a Home School Agreement with their child.
- To support their child's learning and social and emotional development. We inform parents/carers immediately if we have any concerns about their child's social, emotional and behavioural needs.
- We invite parents/carers to contact their child's class teacher if they have any concerns about their child's social, emotional and behavioural needs.

### Role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of behaviour and reviewing effectiveness. The governors support the Headteacher in carrying out these duties.
- The headteacher has the day to day responsibility to implement the school's positive behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.


### Monitoring

- The Headteacher will monitor the effectiveness of this policy on a regular basis. They also report to the governing body, the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### Review

- The governing body reviews the policy every 2 years. The governors may, however, review the policy earlier than this if the government introduces new recommendations, or if the governing body receives recommendations on how the policy might be improved.

Review date – September 2024

Signed Chair of Governors: 

Date: September 2022.

Signed Headteacher:



Date September 2022