



Leamington Federation
Sydenham Primary School and Lighthorne Heath Primary School
Positive Behaviour Policy

This policy has been developed within the context of current legislation, policy and guidelines:

- Section 175 of the Education Act 2002
- Sections 88-94 of the Education and Inspections Act 2006
- The Department for Education's "Behaviour and Discipline in Schools, Advice for Head teachers and Staff," January 2016.
- "Getting the Simple Things Right: Charlie Taylor's Behaviour Checklist," December 2015.

It should be read in conjunction with our school's:

- Behaviour Code of Conduct
- Anti-Bullying Policy
- Emotional Wellbeing Policy
- Safeguarding Policy
- Health and Safety Policy
- Suspensions and Permanent Exclusions Policy

and the DfE 'Use of reasonable force in schools' guidance.



UN Convention on the Rights of the Child

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve wellbeing and help all children achieve their potential. Children's rights are learnt, taught, practised, respected, protected and promoted in our schools.

Introduction

This is a **positive** behaviour policy, built on our belief that all children can become self-regulating individuals, able to manage their emotions, control their reactions and make appropriate behaviour choices.

As a Unicef Rights Aware School, we have high expectations of good behaviour and teach children about their rights and how actions can affect the rights of others. We aim to create a safe, peaceful and fair environment and see positive behaviour as an essential condition for effective teaching and learning. The modelling of good behaviour and fostering of positive relationships underpin all that we do in the knowledge that mutual trust and respect build self-esteem and promote good behaviour.

We are an inclusive school and believe that behaviour is a means of communication. We endeavour to meet the needs of all children including those with social and emotional difficulties or who may present with attention needing behaviours.

Senior leaders work together with staff, parents/carers, governors and external agencies as a caring community to apply this policy fairly and consistently.

Aims

- **To safeguard children from harm** -UN Convention on the Rights of the Child, Article 3: The best interests of the child must be a top priority in all decisions and actions.
- **To foster a safe environment** - UN Convention on the Rights of the Child, Article 19 –the right to be protected from all forms of violence, abuse, neglect and bad treatment.
- **To enable effective teaching and learning** - UN Convention on the Rights of the Child, Article 29: Every child has the right to an education.
- **To value diversity and treat others with respect** - UN Convention on the Rights of the Child 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 23: A child with a disability has the right to live a full and decent life with dignity. Article 30: Every child has the right to learn and use their language, customs and religion whether or not these are shared by the majority.
- **To respect the school environment and other people's property** - UN Convention on the Rights of the Child, Article 27: Every child has the right to a standard of living that is good enough to meet their needs.
- **To promote self-esteem and emotional wellbeing** - UN Convention on the Rights of the Child, Article 37: Children must not suffer cruel or degrading treatment. They must be treated with care and respect.
- **To support pupils in making appropriate choices regarding their actions and reactions** - UN Convention on the Rights of the Child, Article 12: All children have the right to express their views, feelings and wishes in all matters affecting them.
- **To ensure consistency of approach.**


School Rules

All pupils are expected to follow our Golden Rules which they agree to by signing a Home School Agreement at the start of each academic year. Our rules are as follows:

1. We are gentle and kind to others.
2. We are respectful and polite to everyone.
3. We are helpful to others.
4. We listen well to all of the adults and to other children.
5. We are calm and sensible.
6. We look after school resources and property.
7. We are honest and truthful.

School Code of Conduct

All staff follow the **School Code of Conduct**.



Sydenham Primary


School Code of Conduct

UN convention on the Rights of the Child.

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Our Golden Rules:

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If you are feeling upset, school staff will help you to regulate your feelings by using Emotion Coaching and / or interventions. Staff will use Restorative Practice to help you resolve any problems with other children.

Rewards:

1. You will feel proud of yourself for self-regulating your emotions.
2. Verbal praise.
3. Written praise.
3. Learning Character Stickers / School Code of Conduct Stickers.
4. Sydenham Super Star Certificates and Badges.
5. Letters / texts home to your parents / carers.

Interventions / Consequences:

- Verbal intervention by a member of school staff.
- Co-regulation with the Class Teacher / Teaching Assistant / MDS.
- Use of the class Regulation Station.
- Co-regulation with a Partner Class Teacher.
- Co-regulation and problem-solving with a Senior Leader.
- Class Teacher / Senior Leader meeting with parents / carers.

Senior leaders and our SENDCo will also support pupils with specific social, emotional and mental health interventions, where appropriate.
In exceptional cases, school may implement the Suspension and Exclusion policy.

Encouraging Positive Behaviour

Good behaviour is positively re-enforced through:

- Adults modelling excellent behaviour and attitudes towards others.
- Opportunities to explore appropriate behaviour choices through PSHE lessons, nurture provision, Circle Time and one-to-one Bubble Time.

- The promotion of a growth mindset and the understanding that we can learn from our mistakes.
- The use of school Learning Characters (see Appendix 1) which teach the importance of positive behaviours such as cooperation, managing disagreement and active listening.
- The use of mixed ability teaching and Talk Partners to teach tolerance and improved social skills.
- The provision of a safe, supportive and inclusive classroom environment.
- Intrinsic rewards such as verbal praise and explicitly noticing good behaviours and commenting on them.
- Extrinsic rewards such as texts, emails and notes home to parents/carers, certificates, growth mindset stickers, selection as the weekly class ‘superstar’, extra play time or the awarding of a special responsibility (e.g. a job in the classroom, the role of Year 6 prefect or membership of a pupil leadership committee.)

Protective Behaviours

We are a Protective Behaviours school so use the principles and language outlined in the Taking Care Project. We encourage children to re-think their choices and teach them to recognise their feelings (‘early warning signs’) and to stop and think in order to decide what actions to take. Children are taught to be self-resilient and self-aware and are expected to ask themselves, “Is my fun, fun for everyone?” in relation to their behaviour choices. Staff provide unconditional care and support for all pupils in order to provide them with a safe and secure environment which supports good behaviour.

ACEs (Adverse Childhood Experiences)

We are a trauma-informed school. All staff are trained to be able to identify adverse experiences that can impact on a child’s development and their response to stress. Staff understand the importance of healthy brain development in a child’s early years and the impact of toxic stress. Our school understands that experiencing adversity in childhood can have a significant impact over a person’s life course, resulting in ill health; poor well-being; and, in some cases, premature death. Staff understand what it means to look at adverse childhood experiences through a ‘trauma informed lens’, and that key protective factors can help to mitigate the impact of ACEs and different strategies that can help build resilience.

What constitutes misbehaviour?

- **Behaviour which compromises the safety of others** – Article 19 of the UN Convention on the Rights of the Child (protection from violence and abuse.)
- **Behaviour which interrupts the teaching and learning of others** - Article 28 of the UN Convention on the Rights of the Child (Right to an Education.)
- **Behaviour which harms the mental health or emotional wellbeing of others** – Article 19 of the UN Convention on the Rights of the Child (protection from violence and abuse.)
- **Behaviour which damages school property or the personal property of others.**
- **Behaviour which discriminates against any pupil with a protected characteristic.** (Article 2 of the UN Convention on the Rights of the Child (Non-Discrimination.)

In the event of misbehaviour

If a child misbehaves, we:

- Listen to the child.
- Check the child understands why their behaviour choice is inappropriate.
- Encourage empathy by discussing the effects the behaviour has on others.
- Endeavour to understand the reasons for the misbehaviour.

- Use emotion coaching techniques (see below) to acknowledge a child's feelings so that they can calm down quickly, address any inappropriate behaviours, discuss events in a rational manner and problem solve to reach a resolution.
- In disputes between pupils, adopt peer mediation strategies so that the children can reflect on their behaviour and take responsibility to solve their problems themselves. Peer mediation is structured around the following questions: *What has happened? How do you feel about it? What shall we agree to do? When shall we meet again?*
- Remind the child of our school code of conduct and ask them to reflect upon their behaviour choices.
- Record the misbehaviour in the class behaviour book using the ABC (Antecedent, Behaviour, Consequence) method.
- Report any prejudice related incidents using Warwickshire Local Authority's online prejudice related incident form.
- Look for patterns in misbehaviour and offer appropriate support.
- Expect the child to take responsibility for their actions and reactions.
- Provide children with the opportunity to make amends.
- Focus on de-escalation and preventative strategies.
- Use our trained, Year 5 peer mediators to deal with minor playground misdemeanours.
- Use restorative practices where appropriate (see below).
- If necessary, remove pupils to a place of safety away from the scene of the misbehaviour.
- Liaise with parents/carers as deemed necessary.
- Access the help a child needs to support them in making appropriate behaviour choices in the future, for example, through referral to our Social Emotional and Mental Health (SEMH) offer (e.g. counselling, nurture, Young People First, Mental Health in School Team).

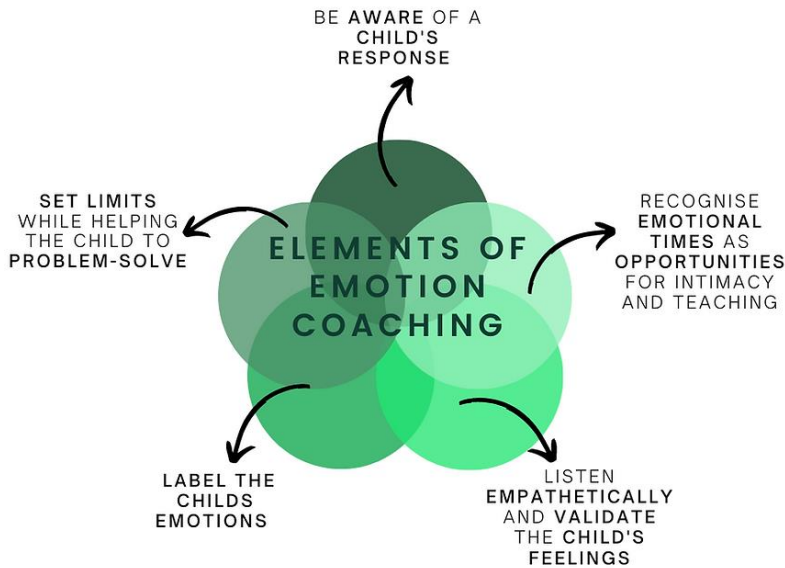
In addition, for pupils with SEND we:

- Recognise that some pupils have additional needs which can be a factor in challenging behaviour.
- Offer support from our SENDCo who can provide resources such as social stories and visual timetables to support good behaviour.
- Use alternative strategies when a child has difficulty explaining their inappropriate behaviour choices and their consequences, for example, therapeutic Lego or role play.
- Liaise with professionals such as the Ethnic Minority and Traveller Achievement Service, the Educational Psychology Service and the Specialist Teaching Service to provide specialist advice and help to support good behaviour.
- Use a personalised Behaviour Reward Chart. These charts are not displayed in public to avoid stigmatising individual children.
- Offer nurture provision, if appropriate.
- Refer to the school counsellor if appropriate.

Emotion Coaching

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in

a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.



Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for attunement and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

Restorative Practice

We use restorative practice as a way of working with conflict. Restorative practice puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative practice focuses on positive relationships and collaborative teaching and learning, with classrooms developing as communities. It means that teachers and pupils commit to looking at positive alternatives to reactive punitive behaviour solutions (e.g. suspensions and exclusions), because matters are dealt with in a clear and explicit way, understood and endorsed by all. Restorative practice is a proactive way of working *with* people, not doing things *to* them, not doing things *for* them and *not* being neglectful and doing nothing at all. Restorative practices seek to increase the opportunities for dialogue at every level. Where there may be conflict between children, staff will facilitate a restorative conversation:

- What happened?
- What were you thinking at the time?
- What have our thoughts been since?
- How do you feel about what happened?
- Who has been affected? In what way?
- How can we put this right?

Consequences

If children choose not to follow the rules, there will be a consequence or an intervention. When applying a consequence, the child's age and additional needs are considered. All consequences are proportionate to

the misbehaviour and each incident is considered on a case by case basis. Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Consequences may include:

- Completion / repetition of a task if appropriate.
- Loss of break time or lunch time (either part or whole.)
- Co-regulation / self-regulation and reflection time in a partner class.
- Co-regulation / self-regulation and reflection time with a senior leader.
- Working out of the classroom, supervised by another teacher or senior leader.
- Suspension from an activity where the misbehaviour has occurred.

Suspension and Exclusion

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies will manage their behaviour. However, if these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Where suspension or permanent exclusion is necessary, school will follow government legislation and implement the Department for Education Suspension and Permanent Exclusion guidance (August 2024).

Class Teacher and Support Staff Roles and Responsibilities

- To implement the behaviour policy and school code of conduct consistently.
- To report all prejudice related incidents using Warwickshire Local Authority's online prejudice related Incident form.
- To ensure the rules are concrete and easy to understand by modelling them and role-playing them so that they are effectively reinforced.
- To remind children of our Golden Rules when they are adhering to them and have a higher ratio of attention for positive behaviours compared to attention for negative behaviours.
- To treat all pupils fairly and with respect and dignity.
- To have high expectations of behaviour at all times including in the playground and corridors.
- To establish a safe, inclusive and supportive classroom environment.
- To listen to and respond to the needs of each pupil.
- To provide a personalised approach to the specific behavioural needs of particular pupils.
- To use Emotion Coaching to co-regulate a child's feelings.
- To provide a classroom 'Regulation Station' to support children in self-regulating their feelings.
- To record behaviour incidents on CPOMS using the ABC format.
- To manage low-level disruptions.
- To seek advice and support from senior leaders as necessary.
- To liaise and work co-operatively with the SENDCo and any other external agencies involved in meeting the needs of a particular child.
- To report to parents/carers about the personal, social and emotional development of each child in their class in line with whole school policy.

Head Teacher Responsibilities

- To review and approve the behaviour policy in conjunction with the governing body.
- To implement the behaviour policy consistently.
- To ensure the health, safety and welfare of pupils.
- To support staff in the implementation of this policy.

- To keep records of all reported serious incidents of misbehaviour.
- To ensure that the school environment encourages positive behaviour.
- To ensure that staff deal effectively with poor behaviour.

Governing Body Responsibilities

- To approve and review the positive behaviour policy in conjunction with the head teacher.
- To monitor the effectiveness of the positive behaviour policy.
- To support and hold the head teacher to account for the implementation of the positive behaviour policy.

Parent/Carer Responsibilities

- To enter in to a Home-School agreement, agreeing to work in partnership with the school.
- To act as a positive role model for their child in their relationship with the school.
- To inform school of any changes in circumstance that may affect their child's behaviour.
- To discuss any behavioural concerns with the class teacher, Lead Nurture Practitioner or senior leader promptly.
- To support their child in adhering to the school code of conduct.
- To take steps to discourage poor behaviour choices.
- To support the school when sanctions need to be used with a child.
- To contact the school if they have concerns about the way their child's poor behaviour choices have been dealt with. Parents/carers should first contact the class teacher. If their concerns remain, they should contact the head teacher to discuss the issues involved. If parents/carers wish to complain further about the actions taken by the school they should contact the Chair of Governors in accordance with the school's complaints' procedure.

Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Warwickshire Local Authority document "Guidance on the Use of Force and Physical Intervention" (2014) and the DfE document "Use of Reasonable Force" (2013.) Staff do not use force as a punishment. They will only intervene physically to restrain children in order to prevent injury to the child or if a child is in danger of hurting him/herself. Any intervention is reasonable and proportionate and in the best interests of the child.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy. The head teacher will also consider the pastoral needs of staff accused of misconduct.

This policy was ratified: September 2024

This policy will be reviewed: September 2025

Signed by the Head teacher: 

Chair of Governors: Richard Butler



Our Learning Characters



Concentrate!

Concentrate the eagle helps you to:

- Manage distractions
- Get lost in the task.
- Do one thing at a time.
- Break things down.
- Plan and think it through.
- Draw diagrams.
- Jot notes down.

Have a go!

Pinky the pig helps you to:

- Have a growth mind-set.
- Don't worry if it goes wrong.
- Learn from mistakes.
- Be excited to try new things.



Be co-operative!

Jerome the lion helps you to:

- Listen to others.
- Say when you don't understand.
- Be kind when you disagree.
- Explain things to help others.
- Be tolerant.

Never give up!

Ellie the elephant helps you to:

- Work hard.
- Practise lots.
- Keep going.
- Try new strategies.
- Ask for help.
- Start again.
- Take a brain break.



Keep improving!

Kermit the frog helps you to:

- Review your work.
- Identify your best bits.
- Try to be better than last time.
- Don't compare yourself to others, only yourself.
- Take small steps.

Fluffy the cat helps you to:

- Ask questions.
- Notice things.
- Look for patterns and connections.
- Think of possible reasons.
- Research.
- Ask, "what if..."



Use your imagination!

Dreamy the unicorn helps you to:

- Be creative.
- Let your imagination go.
- Think up new ideas and questions.

Enjoy learning!

Dilly the dolphin helps you to:

- Feel proud of your achievements.
- Feel your neurons connecting and your brain growing.
- Use what you have learnt in real life.



UN Convention on the Rights of the Child

Article 29: Goals of education