

Positive Relationships and Behaviour Policy

Date: March 2024

At Ainsdale St John's, we are committed to providing rich and exciting learning experiences within an emotionally literate environment, which engage, challenge and meet the needs of all children, building their self-esteem and so increasing their motivation to learn and enabling them to flourish.

This policy reflects the spirit of our whole school community, doing things the **ASJ Way**.

Our Vision – The ASJ Way

- With God's help we can achieve anything, and we **aspire** to be the best that we can be.
- We **shine** like a beacon of light within our community with an open door so that all feel welcome.
- Our special family (school, church and community) follow in the footsteps of **Jesus**.

In short, we all...**Aspire to Shine for Jesus!**

We aim for all members of our community to be given as many opportunities as possible to **let their light shine**. (Matthew 5:16)

Aims of the Policy

We are committed to creating a positive, safe, nurturing learning environment where everyone feels like they belong within our team. Our main goal is to encourage our school community to maintain high standards of personal conduct, to accept responsibility for their own behaviour and in doing so, encourage and inspire others to do the same so that we all shine brightly together.

We aim to:

- Promote high standards of behaviour through our Core Christian Values: Courage, Community and Compassion
- Encourage children to have **courage** to speak up when they feel unsafe; to behave in a way that helps our school **community** to shine; to have **compassion** for those who have behaved in a way that might have upset them.
- Provide a clear, fair and consistent approach to behaviour
- Foster and value positive caring attitudes and relationships, where children recognise the importance of this lifelong skill
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and is given time to reflect on their choices
- Teach children about self-regulation so that they are better equipped to understand their own emotions and have strategies to use to regulate them



- Ensure safety for everyone by making boundaries of acceptable/appropriate behaviour clear

Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our approach to behaviour management in order to ensure that this is consistently applied throughout the whole school and reflects our core Christian values. This will allow the pupils at ASJ to enjoy a calm, caring and supportive environment, where they can be inspired to achieve their greatest potential. High expectations for all are key features of a successful school and facilitate effective teaching and learning.

Consistency of Approach

In implementing this policy, we acknowledge the need for consistency. This includes:

- Consistent language: simple clear expectations for behaviour
- Consistent follow up: conversations between staff and pupils about the behaviour and conversations with parent/carers where necessary
- Consistent positive reinforcement: routines and procedures reinforced, encouraged and celebrated
- Consistent consequences: agreed and applied at the classroom level
Established structures in place for serious behaviours at senior leadership level
- Consistent expectations promoting appropriate behaviour
- Consistent models of self-regulation that is both taught and modelled

Role and Responsibilities

Staff Responsibilities

- Meet and greet children at key transition points. Children will be welcomed into school and into the classroom by their class teachers and/or teaching assistants. This includes the SLT being visible in the playground and staff standing at the classroom door. Staff need to be prompt at the end of playtimes/lunchtimes and proactively ensure children are **ready** to return to the classroom.
- Refer to **Ready, Respectful, Safe** – the behaviours they expect to see, along with the key reason why e.g. Thank you for sitting sensibly on your chair so that you are safe.
- Offer good role models by modelling positive, **respectful** behaviour and building relationships with pupils, parents and colleagues.
- Plan lessons that are organised, engaging and challenging in order to meet the needs of all learners.
- Have high expectations of all pupils.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.

- Actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner.
- Raise pupils' self-esteem and encourage the development of their full potential so they can let their light shine.
- Form positive relationships with parents so children can that key adults in their lives have a common purpose.
- Contribute responsibly towards creating a safe, caring and pleasant environment.
- Use dojos to recognise pupils who are adhering to the school rules of Ready, Respectful and Safe.
- Be calm, giving children the time to think about their choices and reminding them of self-regulation strategies.
- Follow up every time by engaging in positive and reflective dialogue with learners. Follow up with parents/carers when necessary either through Class Dojo, a phone call home or a conversation at the end of the school day.
- Liaise with other members of staff regarding playground/lunchtime behaviour. Welfare staff operate under the same whole school rewards and sanctions system. There is close liaison between teachers and welfare staff to ensure consistency of the school's response to inappropriate behaviour.
- Be consistent – never ignore or walk past learners who are not adhering to the school rules. Children need expectations to be clear and consistent otherwise it is difficult for them to know what is acceptable and what is unacceptable.

Senior Leader Responsibilities, in addition to the above

- Meet and greet learners at the beginning of the day
- Be a visible presence across school
- Celebrate and share good practice
- Support staff in managing behaviours of learners with more complex behaviours and regularly review provision for those learners who may need additional support

Pupil Responsibilities

Ultimately, we want our learners to:

- be **ready** to learn,
- be **respectful** of each other and their environment,
- feel **safe**.

Ready. Respectful. Safe

We are READY to learn –

1. We arrive at school on time, prepared for the day ahead, ready to tackle our 'Wake Up' activity
2. At the end of playtime, we 'freeze' at the sound of the first whistle and then line up promptly at the sound of the second whistle, standing one behind the other, facing the way in which we will walk.
3. We have our equipment ready and start each lesson with a positive attitude.
4. We are ready to make contributions in lessons and worship.
5. We take pride in our work and our environment.

We are RESPECTFUL –

1. We listen carefully when a teacher or another pupil is talking, ensuring we are not talking at the same time.
2. When entering Church or worship, we do so in silence. We remain silent throughout the worship as appropriate. We join in with hymns, prayers, greetings and dismissals with enthusiasm, showing our commitment to our faith.
3. We respect the property of our friends and the school and are active in keeping our classroom a tidy and organised place to learn.
4. We speak respectfully to peers and adults alike.
5. We use good manners and are kind to others at all times.

We are SAFE –

1. We move around school in a safe and quiet manner, keeping to the left in the corridors.
2. We sit sensibly on our chairs or the carpet at all times in order to keep ourselves and others safe.
3. We follow instructions to keep ourselves safe. This includes not leaving the classroom/learning space/playground unless given permission by an adult.
4. We keep our hands and feet to ourselves – this includes not being involved in rough play.
5. We stay safe online and only use the iPads, Chromebooks etc. for the task in which we have been instructed to by a teacher.

Parent/Carer Responsibilities

- Be aware of school expectations, recognising that an effective school behaviour policy requires close partnership between school and home.
- Foster good relationships with school, supporting decisions made especially with regards to the behaviour policy.
- Inform school of any changes which may impact on your child's behaviour.
- Encourage independence and self-discipline.
- Provide good role models for children.

Please also note that the Governing Body will not tolerate threatening or abusive conduct of any nature on school premises and will act to protect staff, pupils and other visitors to the premises as and where necessary.

In the first instance of behaviour of this kind, a written warning will be issued. Any further incidents will result in the licence to enter the school premises being suspended and will lead to a ban from entering the school grounds.

Our core Christian values of **Courage, Community** and **Compassion** are at the root of everything that we do as a school and have been at the forefront of our decision to adopt the **Ready, Respectful, Safe** model.

Recognition and Rewards for Effort

At ASJ, we believe children need a positive and supportive ethos to encourage them to thrive, therefore all staff give verbal or written praise as often as possible.

We seek to recognise those children who consistently follow our school rules and keep our school values. We also wish to recognise those children who go 'above and beyond' expectations. Children may be sent to another class, subject leader, assistant headteacher or headteacher to receive praise or share and celebrate their work.

In addition to verbal praise, stickers, praise pad certificates, prize boxes and notes home, children are rewarded with points through Class Dojo. Each child will be given the opportunity to receive dojos at various points throughout the day for striving to keep our school promises, demonstrating our core Christian values and the expected standard of behaviour. Prizes are given for dojo winners at different timescales dependent on the year group e.g. weekly, fortnightly, half-termly.

Teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, teacher v. pupil and secret student. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day to day basis.

During the weekly celebration assembly, certificates are also presented to a child from each class who has been identified by their teacher for 'shining bright' and displaying our core Christian values. Every half-term, each class teacher chooses one child to receive a very special certificate, the 'Above & Beyond' award. This is for those children who consistently work hard, give their best in all they do and are an excellent role model to all their peers – quite simply, they go 'Above & Beyond'. A certificate is also presented to a child for excellent attitude and/or effort in PE each week. These achievements are shared on the weekly newsletter for parents.

Self-Regulation

The Zones of Regulation

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.

The simple, common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



(<https://zonesofregulation.com/index.html>)

Strategies to help us to self-regulate our emotions

At ASJ, we recognise that we can't and won't all be feeling 'Green' and ready to learn all of the time. This is ok, as long as we are prepared to try and do something positive about it. Children learn to think about the physical effect our emotions have on our bodies, consider different triggers and the impact their emotions and actions can have on others. Most importantly we talk about strategies to help move us back into the green zone for optimal learning. The children learn that although there are no 'bad' zones there is a time and place for them all and how to manage these emotions effectively.

If we are not feeling ready to learn, we need to ensure we react in a way which is both respectful and safe!

What strategies can we use if we are not feeling ready to learn?

- Breathing techniques
- Simple yoga or exercises
- Positive self-talk and mindfulness
- Movement breaks
- Having a drink of water or a snack

What strategies can we use if we are feeling angry, frustrated or out of control?

- Close your eyes and take some deep breaths
- Draw lots of clouds and imagine the anger floating away
- Do some star jumps
- Count down from 100.
- Take time out in a quiet and safe place

ALWAYS speak to an adult when you feel your learning is being disrupted or you feel unsafe or feel like someone has been disrespectful.

STOP – REWIND – DON'T REACT - TALK

Strategies to Promote Positive Behaviour

Positive Framing (Taken from Teaching Walkthrus, 2020)

This focuses on high expectations through positive reinforcement. Corrective directions are framed in a positive way.

1) Establish expectations

Children will know what is expected through routines and consistency so that these can be reaffirmed in this approach.

2) Affirm positive responses first

Positive affirmation will be given to those who meet expectations before focusing on those who aren't.

"Well done to this table, you're listening and ready to learn."

3) Frame correction as positive reinforcement

When children don't meet expectations, adults will assert what they want to see.

"A and B, stop talking and turning around."

Becomes...

"A and B, thank you for both looking this way and listening."

Nearly all corrective statements can be framed positively.

4) Give the benefit of the doubt

Students' best intentions will be assumed and emphasis will be placed on what the adult wants to happen.

Teacher: A, thank you for focusing on the task now.

A: But I wasn't even talking.

Teacher: OK, maybe you weren't. But I now need you focused and working hard. Thank you.

This can also be called 'partial agreement'.

Teacher: Maybe that's true but...

5) Assume confusion over defiance

"I wonder if this group did not quite hear the instructions?"

"There seems to be some confusion about our expectations – can we check we have all understood?"

This is transparent for all concerned but keeps corrective language light, friendly and non-confrontational.

Choices and Consequences

The emphasis will be placed on students making the right choices in full knowledge of the consequences of the choices they make.

1) Establish the range of formal consequences

It will be clear when any warnings are given. The range of behaviours which are unacceptable and will receive a consequence are also clear.

2) Use assertive choice direction

If children choose to misbehave, they choose to receive a consequence.

After the use of positive framing, this method will be used.

“A, you can either turn around and focus on your work or complete your work during break.”

3) Narrate the consequences

When setting a consequence, it will be explained why. It makes it clear to the child whilst reinforcing expectations to others.

“A, you’ve continued to talk after the reminder and warning. You will now complete your work during break.”

4) Maintain the principle of certainty over severity

Children will all believe adults will follow through and that certain behaviours will definitely lead to consequences. The severity of a consequence is less critical.

5) Use consequences judiciously

Consistency will be key in terms of offering consequences for certain behaviours. However, the focus will always be on encouraging the children to make good choices.

Structure to Follow

Emphasis will be placed on the positive side of behaviour management. However, if positive affirmation does not lead to a positive change in behaviour the following process will be followed:

Step 1: Redirection

Gentle encouragement/guidance

Step 2: Reminder

I noticed you chose to... (noticed behaviour) This is a REMINDER that we need to be Ready/Respectful/Safe. You now have the chance to make a better choice. Thank you for listening.

Example - ‘I notice that you’re running. This is a reminder that we need to be safe. Show me your wonderful walking. Thank you.

Step 3: Warning

I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. If this continues... (reminder of next steps).

Step 4: Time to Reflect/Think

I noticed you continued to choose to... (noticed behaviour)

Classroom: You need some time to think for two minutes after the lesson.

Playground: You need some time to think, spend two minutes standing by the adult/sitting on the picnic bench to reflect/think.

Step 5: Internal Referral

As you have continued to... you will now complete your work outside of the classroom.

If morning, the children will be sent to a partner class to complete work.

If afternoon, the children will complete work independently in the nurture nest.

This will be recorded on CPOMS and parents will be informed.

Step 6: Formal Meeting

This will include involvement of Headteacher and a meeting with parents.

Monitoring behaviour/Communication with parents

Informing a parent/carer when concerned about a child's behaviour or emotional wellbeing is essential but low-level disruption or one-off incidents of behaviour do not always need reporting.

If reporting behaviour to parents/carers, this should be done via a phone call home or a conversation at the end of the school day. Behaviour incidents and conversations with parents/carers should be recorded on CPOMS and include follow up actions or discussions. The recording on CPOMS will also allow us to monitor behaviour over a given period of time.

Bullying/Child on Child Abuse

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils through our Christian vision and core values: Courage, Community and Compassion.

ASJ recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as "banter" or "part of growing up". Please refer to the school's Child-on-Child Abuse policy for further details.

Children with additional/complex behavioural, social and emotional needs

Children with additional needs will benefit from the clear expectations, structures and systems within this policy and will be expected to show that they are ready, respectful and safe whilst being rewarded/sanctioned appropriately.

However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.

As an inclusive, supportive school, we aim to differentiate for all pupils. This includes those with specific behavioural, social or emotional difficulties, or identified additional needs such as Autistic Spectrum Disorders (ASD).

To ascertain what further support might be needed an **ABC chart** will be completed. This will evidence the Antecedent (what happened leading up to an incident), Behaviour (what this looked like) and the Consequence (what happened after the behaviour occurred). This will enable the team to identify any patterns and put appropriate support in place.

Reasonable adjustments include modifications to the curriculum and its delivery, additional levels of adult support, timetable variations and specific interventions to address the challenges that the child is facing. These interventions could be completed with a child's 1:1 TA or our **Emotional Literacy Support Assistant (ELSA)**.

Such variations and adjustments will be supported by the use of a **Pastoral Support Plan** and, in some cases, a multi-agency approach will be required.

Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for an "intense" period then gradually reduced over time or it may be necessary for the adjustments/support to be ongoing.

Use of Reasonable Force

It is possible that a pupil behaves in a way that is judged to be unsafe either to themselves or others.

In such incidences, according to Department for Education guidance, Ainsdale St John's agrees to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts. Any such incident will be documented, and parents informed.

Suspensions and Exclusions

The Headteacher has the responsibility for giving suspensions or exclusions for serious acts of misbehaviour.

Please see the separate suspensions and exclusions policy for further information.