



St John's Primary School

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St John's Primary School

Behaviour Policy

At St John's we aim to develop positive behaviour in our pupils and good relationships between all members of the school community: between pupils, between pupils and staff and amongst the adults. Good behaviour and strong relationships are essential for creating a positive climate for learning. This policy outlines our expectations for behaviour in all school activities including break and lunchtimes and our after-school clubs. It incorporates our general behaviour expectations, as well as our aim to develop excellent behaviour for learning. We know that all behaviour is communication and when behaviour is challenging, children are showing us they have an unmet need or are emotionally deregulated. St John's is also a trauma informed school. Our strategies for supporting pupils who have experienced early trauma include building self-esteem, developing positive attachments with adults in school, and using the language of PACE (see appendix).

We aim to support the rights of all children regardless of gender, race, religion, disability or special educational need to learn and achieve and to feel happy and safe.

At St Johns' we promote values education, which permeates all areas of school life. We believe that courtesy, respect, good manners, consideration for others, tolerance and self discipline are important aspects of a child's education. We aim to provide a friendly, caring, calm, orderly and safe environment in which children can enjoy their learning. We encourage children to respect property and to take pride in their school community and the community in which they live.

We expect all adults including staff, parents and visitors to the school site to model this positive behaviour. Children are expected to behave to this consistently high standard with all members of the school community including teachers, support staff, lunchtime supervisors, parents, volunteers and visitors to the school and we expect adults to do the same.

Behaviour for Learning:

We aim to develop life-long learning skills and to develop children who are:

- Engaged with their learning
- Have a positive 'can do' attitude
- Enthusiastic
- Resilient and resourceful
- Collaborative
- Reflective learners able to understand their next steps
- Keen to challenge themselves
- Independent
- Self-motivated
- Prepared for the future and the next step in their learning journey



Behaviour expectations:

All children are encouraged to follow the St John's Promise (see appendix) and to:

- Be caring and considerate towards others
- Respect one another
- Demonstrate good manners
- Work hard, to the best of their ability, in lessons
- Work cooperatively with others
- Listen to adults and follow instructions
- Behave sensibly when moving around school
- Respect equipment and resources
- Take care of the school environment

Our school values underpin the ethos of St John's and form the basis of all school assemblies. We focus on one value per fortnight:

School Values:

Respect	Tolerance	Friendship
Courage	Trust	Caring
Appreciation	Happiness	Freedom
Creativity	Resilience	Honesty
Peace	Patience	Humility
Quality	Responsibility	Hope
Love	Empathy	Perseverance
Cooperation		Determination

Expectations are supported by:

- Respectful relationships between staff and pupils
- Positive reinforcement: praise, spotting positive behaviours, positive language, use of choices and consequences
- Work on what makes a successful learner including use of 'Purple Learner' discussions, Growth Mindset lessons and displays to support this in each class
- Class rules and reward systems as appropriate

- School Council and Class Council system
- Family Links Nurturing Programme (Circle Time) and PHSE curriculum
- Support from staff for pupils with behaviour difficulties – individual reward systems as appropriate
- Rules for specific school activities e.g. Forest School

Rewards:

- We praise children for good behaviour choices
- We acknowledge their care and consideration for others and special efforts in class
- Staff may use stickers, stamps or their own class reward system
- Special book 'Stars of the Week' are celebrated in Friday assemblies
- Dojo points or house points may be given

Strategies for helping children to regulate their emotions and make positive behaviour choices:

- Giving children choices and consequences, encouraging them to take responsibility for their own behaviour
- Remind children of rules or expectations e.g. "Looking this way..."
- Remind children of school values
- Praise those displaying the expected behaviour
- Allow 'take up' time
- Use of humour, distraction, re-focusing, sit or stand near child needing to re-focus
- Use rewards – raffle tickets, stickers, dojo points
- Preventative nurturing work with ELSA (Emotional Literacy Support Assistant)
- Explicit teaching on emotional regulation and ways children can manage 'big feelings' through Circle Time and Zones of Regulation
- Use of the language of PACE (Playfulness, Acceptance, Curiosity, Empathy) from the ATTACH team

De-escalation strategies:

- Distraction – move child to another activity or give them a job
- Take child for a physical work break, (planned or outside)
- Move to the cabin
- Choices and consequences
- Non-verbal strategies
- Self control – quiet voice, non threatening position e.g. sitting, give child 'space'
- Allow 'take up' time, (quiet spaces available in classroom)
- Time out in another room (spaces will be allocated to the class)
- Individual busy box with sensory objects to encourage emotional regulation
- Children encouraged to use 'breathe it out, run it off or cool it down'
- Change of face to another adults

The consequences of more serious, persistent behaviour incidents, breaking of health and safety guidelines, or when children are unable to regulate their emotions and behaviour despite the support of adults, may include:

- Use of part time timetables for short periods of time to allow the time the child has in school to be positive and to alleviate their anxiety
- Internal exclusion in another area of the school
- Fixed term suspension from school (Advice will be sought from external agencies such as Educational Psychology, Communication and Interaction Team and the Attendance and Engagement Team to try and prevent this).

The following behaviours will normally result in a fixed term suspension from school:

- Physical assault against a child
- Physical assault against an adult
- Intimidation of other children
- Prolonged verbal abuse against an adult
- Persistent Bullying
- Racist abuse
- Damage or theft of property
- Persistent disruptive behaviour which impacts on the learning of the class and/or the efficient running of the school (e.g. continually making noises, running away and hiding). This behaviour may require the support from a number of school adults.
- Consistent refusal take up offer of calming strategies or follow adult instructions

Special Educational Needs and Behaviour

All pupils are entitled to an education and the school recognises that some pupils will need reasonable adjustments to their school day. The school will endeavour to meet the provision set out on a child's behaviour plan or EHCP and make reasonable adjustments for that child. However, it is important that all health and safety measures are adhered to. Therefore, if there are persistent incidents where the safety and well-being of children and staff are compromised, or the learning of the other children unreasonably disrupted, then the school will contact the parents and take advice from outside agencies including the County SEN Team. In these cases alternative provision for part of the week, or an alternative school placement may need to be found for that child.

Parental involvement

Each serious incident will be recorded and parents will be informed. The school believes strongly in working in partnership with parents and teachers will work closely with parents to resolve any behaviour difficulties as they occur.

For children who regularly have difficulty in behaving appropriately, individual behaviour plans will be drawn up which will be discussed with parents and incorporate the advice of other agencies as appropriate.

Use of reduced timetables and Suspension or Exclusion

Reduced timetables will be agreed with parents, will be regularly monitored at least every two weeks and will be on a short-term basis. County will be informed that a child is on a reduced timetable. If behaviour incidents are extreme or persistent despite a part-time timetable, a fixed term suspension will be used. The Governors and the Local Authority will be informed. In exceptional cases, and as a last resort, the school may need to permanently exclude a pupil from the school. Parents have a

right to make representations to the Governing Body or Local Authority to consider suspension and exclusion.

Support for staff

Staff will be supported by:

- Identify sources of stress in relation to behaviour management in a caring environment
- Opportunities to debrief with colleagues or SLT when dealing with challenging behaviour, or after significant incidents either informally, or using reflective spaces
- Peer support meetings to discuss needs of particular children causing concern
- Supervision sessions, either in a group or individual basis
- More frequent meetings including with other professionals

Signed September 2021

Appendix 1

St John's Promise

We will....

1. Be kind and polite.
2. Listen and follow instructions.
3. Look after each other and our school.
4. Be brave and be a purple learner.
5. Be safe around school.

Appendix 2

Behaviour Protocol

Behaviour	Consequence
<u>Level 1 behaviours</u> Calling out in class Off-task – talking, walking around classroom Disrupting the learning of others e.g. distracting talk partner	Reminder of expected behaviour/ St John's Promise
<u>Level 2 behaviours</u> Continued Level 1 behaviours Throwing a piece of equipment/ pushing chair Defiance or rudeness to adults Refusal to follow adult instruction Swearing or use of unkind words directed at others Inappropriate use of language Lashing out in anger Stealing	Be given a clear choice and consequence Conversation with adult and repair/apology if necessary Reflection in class if appropriate
<u>Level 3 behaviours</u> Repeated level 2 behaviours	Consequence for Level 3 behaviour incidents might be: See Headteacher/SLT

Bullying Swearing – use of very offensive language directed at others Use of racist, homophobic language Deliberately hurting or intimidating others – hitting, kicking Throwing furniture/ turning over tables or chairs Damaging property – walls, doors, windows Running out of class without permission/hiding Running out of school/ away from adults Disrupting learning of other pupils for prolonged periods of time/ behaviour resulting in class being evacuated Making unsafe and dangerous choices	Call to parents to discuss (e.g. physical assault, racist language) Further time missed at break/ lunch (as appropriate) Consistent behaviour incidents may lead to the writing of an individual behaviour plan for a child to include extra support as needed, school to take advice from additional agencies, ELSA sessions Serious incidents may lead to an internal exclusion or a fixed term suspension Consequence - missed time at break or similar (this could include Forest School)
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Appendix 3

Restorative conversation prompts:

Introductions and context

Purpose of the meeting – we are here to talk about what happened when

Role of the facilitator – impartial, not there to blame or take sides

Expectations – confidentiality – explain exceptions

Step 1: Hearing the narrative What happened? And then? What Happened next? Go on, Tell me more (hearing the whole story, minimal encouragers, body language etc)

Step 2: Thoughts and feelings - Suggested key moments Key Moment 1: If I could take you back to when, what were you thinking at that moment? What were you feeling? Key Moment 2: And when....., what were you thinking about then? What were you feeling? Key Moment 3: Right afterwhat were you thinking then? What were you feeling? Key Moment 4: Looking back on what happened now what are your thoughts about what took place? How do you feel about what happened now?

Step 3: Ripples of harm - Who's been affected? How do you think they might have been affected? What's been the hardest thing for you?

Step 4: Needs - What do you need to feel better? It sounds like you need....? (What is it aboutthat would help you to feel better? – only if needed).

Step 5: Ways forward - What needs to happen to move things forward/put things right?

Clarify sharing of information and permissions

Offer choice/clarify that what happens next is voluntary

Appendix 4

PACE Approach

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas. Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.
The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

Once a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and also to themselves.

Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Curiosity

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask: "Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas." or "What do you think was going on?", "What do you think that was about?" or "I wonder what...?" Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Empathy

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring". Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.

Appendix 5

Zones of Regulation

The Zones of Regulation™ curriculum consists of lessons and activities designed by Leah Kuypers (a licensed occupational therapist) to help children gain skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control, self-management, and impulse control - it is essentially developing the ability for children to recognise the emotions they may be feeling and have the skills to change or shift feelings for the better. Alongside this, building the understanding that different levels of 'alertness' are more appropriate depending on the situation. For example, you would be expected to feel more alert when playing games on the playground compared to reading quietly in a library. The lessons and learning activities are designed to help the students recognise when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in.

In addition to addressing self-regulation, the students will increase their bank of words to define different emotional terms, develop their skills in reading other people's facial expressions, garner perspective about how others see and react to their behaviour, better insight into events that trigger their behaviour as well as calming and alerting strategies, and problem solving skills.

An important part of teaching 'ZOR' is that both everyone knows and understands The Zones language. You will find a glossary of terms attached to this letter as a way of becoming more familiar with the language we are learning in school.

Parents can support their child during this process by having a go at some of the following ideas:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Help your child gain awareness of his or her Zones and feelings by pointing out your observations.

- Validate what Zone your child is in and help them think about expected ways to self-regulate so their behaviour is expected for / fits the context.
- Share with your child how their behaviour is affecting the Zone you are in and how you feel.
- Help them become comfortable using the language to communicate their feelings and needs by encouraging the student to share his or her Zone with you.
- Show interest in learning about your child's triggers and Zones tools. Ask them if they want reminders to use these tools and how you should present these reminders.
- Ask your child to frequently share their experience of the lessons so far, whether they have learned anything new each week.
- Make sure to positively reinforce your children for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when they are demonstrating unexpected behaviours while in a Zone.

It is really important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral tool to aid children in recognising and acting on their feelings.