Nutley CE Primary School

Believe and Achieve

Behaviour and Positive Relationships Policy

Review cycle	1 / 2 / 3 years	
Approved/Adopted by	Full Governing Body / Headteacher	Date: 9th December 2024
Linked policies	Individualised Behaviour Plan Supporting Documents Attendance Policy Child Protection and Safeguarding Policy Anti-bullying Policy	
Signed	EJRobinson.	Date: 9.12.24
Position	Headteacher	
Date of next Review	November 2027	

Contents

This behaviour policy is in place for the majority of pupils in our schools. We fully recognise the importance of differentiation in managing behaviour to ensure equity for all pupils. A small minority of pupils will need an individualised behaviour plan to support them in achieving their full potential.

1. Vision and Values

All of our schools' vision and values are aligned with the Therapeutic Thinking approach to behaviour management: 'an approach to behaviour that prioritises pro-social feelings of everyone within the dynamic'. This approach recognises the importance of equity: differentiated measures to provide equal opportunities for all.

Nutley CE Primary School Vision
We believe that everyone is an individual, valued for who they are.
We encourage our school community to reach their full potential in a happy, safe and caring environment.
Providing a foundation for lifelong learning, we build resilience and hope for the future, based on Christian values.
A small school, with a big heart – we aim to make a positive impact within our community and in the wider world.

Our core values: respect, compassion, perseverance, friendship, forgiveness and trust

"I have come that they may have life to the full." (John 10:10)

The school has a zero-tolerance approach to child-on-child abuse.

2. Everyday therapeutic approaches

Emotional Literacy
Emotional literacy is having the appropriate vocabulary to express feelings and emotions accurately, using language. Nutley CE Primary actively teaches and promotes this through PSHE lessons and staff modelling this regularly.

Positive and scripted language
Staff will use positive phrasing, limited choice and scripted language. Positive phrasing promotes the expected behaviour; limited choice and scripted language de-escalates a potential dangerous or difficult situation (see Appendix 1).

Behaviour flow chart
We use the behaviour flow chart (see Appendix 2) to manage all behaviour in the school. The top section of the flow chart applies to the majority of children where the rewards and consequences cater to their needs. If Early Prognosis does not resolve any concerns, children will need individual behaviour plans incorporated into or additional to any SEND plan that is already in place (see section 5).

3. Pro-social, unsocial and anti-social behaviour

Pro-social behaviour is behaviour that is positive, helpful and intended to promote social acceptance; behaviour characterised by a concern for the rights, feelings and welfare of others and behaviour that benefits other people and society. Examples of the pro-social feelings we aim to promote in our dynamic are safe, liked, involved, supported, motivated, included and understood.

Unsocial behaviour is quiet non-compliance behaviour that does not negatively affect other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance.

Anti-social behaviour is behaviour that causes harm to an individual, a community or the environment; behaviour that is likely to cause injury, harassment, alarm or distress and behaviour that violates the rights of others. Examples of anti-social feelings we aim to protect our dynamic from are ashamed, humiliated, isolated, lonely, powerless and scared.

The policy will promote purposeful responses to behaviour, which include opportunities for learning and rehearsing how to behave pro-socially (see section 4).

4. Rewards and Consequences

The behaviour system below is a whole school approach for the majority of children however, we also utilise bespoke individualised behaviour structures and systems for pupils if required (see section 5). All children are expected to follow the Golden Rules and these are displayed visually in all areas of the school. The school is proactive in ensuring that pupils are involved in the setting of the Golden Rules and other age appropriate expectations. The children have ownership over the rules and understand that they are there for them, to keep them safe and achieve their full potential.

Rewards

The reward for exceptional work is intrinsic in the child's pride of themselves and what they achieve. However, there are times when children show remarkable effort and this is reflected in the work that they produce. In these instances, it is important that this is recognised and celebrated. For some children, public praise has an adverse effect and they do not enjoy it. The schools will be mindful of child's feelings regarding public praise.

Achievement Certificate

If, as a result of the child's engagement and focus in a lesson, a child produces an outstanding piece of work, they will be given an 'Achievement Certificate'. This piece of work will also go on display in their classroom. Children who achieve an 'Achievement Certificate' will also be celebrated in Friday's Celebration Worship, if they wish.

Headteachers' Award

If a child has gone above and beyond in their behaviour or progress, they will be awarded with the 'Headteachers' award'. The child will be invited to meet with the Headteacher, where they will discuss their learning, and be given a 'Headteacher's Award' badge.

Star Certificate and Badge

If a child is noticed by a member of staff for following the Golden Rules, or showing our core values in practice, they will be given a star. The child will record this on a 100 square kept in their tray in their classroom. Once the child has collected 100 stars, they will present their 100 square to the office and they will receive their 100, 200, 300, 400, etc (as appropriate) Star Certificate and Star Badge in Celebration Worship, if they wish.

Consequences

All children are supported in their learning in the way that suits them best – this includes how to manage their behaviour if they are feeling negative. If a child displays behaviour that goes against the Golden Rules the following stages will be adhered to, consistently, by all staff. The symbols for these stages are displayed in all areas of the school to provide clarity for all children and staff:

Expectation	Helping hand	Consequence	Repair

Expectation
The staff member will give a verbal reminder of the expectation of the Golden Rules. They will use language that is pro-social, explaining the impact of the behaviour and modelling appropriate behaviour where necessary.

Helping Hand
If the challenging behaviour continues, in discussion with the child, the staff member will explore other methods of support that can be put in place to allow the child to succeed.

Consequence

If the above two stages do not help the child to correct their behaviour, there are two steps of consequence that will happen. If a child is in a situation where their behaviour may be a danger to themselves or others, a protective and educational intervention may be put in place (see below - Protective and Educational Intervention).

Reflection: Step 1

If the child continues to break the Golden Rules after stages 1 and 2 (Expectation and Helping Hand), they will be given Step 1 reflection slip (see Appendix 3- Repair). Examples of behaviour that warrant this step are calling out, chatting, time wasting, lack of respect for other people or property, preventing themselves or others from learning etc.
The reflection slip will be completed at the most appropriate time as deemed by the **adult supporting the child.** This will only happen when the child is able to regulate, relate and reason. A record of the slips will be kept in a class folder with the class teacher. If the frequency of Step 1 reflection slips becomes a concern, the class teacher will arrange to meet with the parents or carers to discuss further support that may be needed.

Reflection: Step 2

Step 2 reflection sheets are issued for the following behaviour (Consequence):
- Behaviour (verbal or physical) that is intentionally dangerous to others
- Swearing and any offensive language
- Repeated disruptive behaviour despite stages 1 and 2 (Expectation and Helping Hand)

The child will complete a Step 2 reflection sheet (see Appendix 4- Repair) with a member of the **Senior Leadership team**, at the most appropriate time for the child. The form could be scribed by the adult and it would not be done in front of other children. The member of SLT will call parents once the reflection sheet has been completed to inform them and a copy of the Step 2 reflection sheet will be sent home with an accompanying letter (see Appendix 5). A record of the Step 2 reflection sheets will be kept in a folder within the headteacher's office.

If repeated reflection time is not impacting positively on the behaviour, staff will need to consider whether support from outside agencies is needed and whether early prognosis is required (see section 3).

Along with the SLT, teachers will regularly review the behaviour records to monitor any potential patterns or trends in behaviour linked to bullying – see Anti-Bullying Policy on the website.

Protective and Educational intervention

Protective and Educational interventions are measures that are taken to protect the child and others from the situation they are in. A protective intervention must be followed by an educational intervention in order to be pro-social. Both interventions require an adult's support and supervision to be successful.
Protective interventions are the removal of a freedom to reduce access to the situation that is escalating the harm in order to reduce and to manage harm (both physical and disruption to education). They are solely actions to ensure no further harm occurs in the short term.
If there is **unforeseeable behaviour** (behaviour not covered by the policy and never previously experienced or so historic we believe will not reoccur) the school may need to use restrictive physical intervention as all members of school staff have a duty of care to prevent serious harm i.e. where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force). See *Physical Intervention Policy.*
An **education intervention** is the learning rehearsal or teaching so the freedom can be returned. This is a longer-term consequence to establish pro-social skills to help the child to understand the impact of their behaviour so it starts to become part of their internal discipline.

Examples of protective interventions could include increasing staff ratio; limited access to outside space; escorted in social situations; restricted off-site activities; differentiated teaching space and exclusion.

Examples of educational interventions could include completing tasks; rehearsing and practicing strategies, scripts and behaviours; assisting with or planning repairs and conversations or explanations.

Sometimes a protective intervention is needed immediately until the child has been successful in the educational intervention.
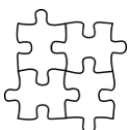
Repair

Once the child has filled in the reflection sheet, the adult who issued the reflection will support the child to follow up the agreed actions to 'repair' the situation – e.g. apologising to others, tidying away equipment, completing missed work etc in order to be ready for the next learning sessions . This provides a clear end to the consequence and a 'fresh start'.

5. Individual behaviour plans

A minority of children will require an individual behaviour plan if:

- The behaviour policy (see section 4) is not impacting on their behaviour
- The behaviour they are displaying is not defined by the policy, as shown by the behaviour flowchart (Appendix 2).

Some children who require these may have an underlying SEND and/mental health disorder. Staff have been given training to understand trauma, adverse childhood experiences (ACEs) and attachment issues. An individualised behaviour plan may include:

- Early prognosis
- Risk calculator
- Conscious and subconscious analysis
- Anxiety analysis
- Predict and prevent plan
- Therapeutic Tree
- Risk reduction plan

For more information on these documents, please see Individualised Behaviour Plan Supporting Documents on our website.

6. Exclusion

If a child's behaviour is deemed to be dangerous to themselves or others in the school community (with intent), under Health and Safety grounds, an exclusion may be used as a protective intervention in order for the school to assess, review and plan for the child's safe return to the school.

An exclusion is a legal document whereby a parent/carer is asked to remove their child from the school. This is an extreme measure, and one that is avoided wherever possible. Should this action be required, consideration will be given to the needs of the child and liaison between external agencies, parents, SLT and Governors will take place to ensure a successful reintegration into school. The exclusion document will detail that something will be different and have changed for the child on their return. Please see the SEND policy and East Sussex Exclusion Guidance for more information.

7. Glossary of terms

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within the policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrinsic motivation: Motivated to perform an activity to earn a reward or avoid punishment.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Intrinsic motivation: Motivated to perform an activity for its own sake and personal reward.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour, which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the determent of others. This includes quiet communication of anti-social feelings.

8. Appendices
1. Positive phrasing and scripted language
2. Behaviour Flowchart
3. Step 1 reflection slip
4. Step 2 reflection sheet
5. Step 2 parent letter

6.   Visual aids

Appendix 1- Positive phrasing and scripted language

Negative to positive phrasing examples

Stop being silly- put the pen on the table

Stop running – we walk in the corridor

Calm down – stay seated in your chair

Limited choice

Where shall we talk, here or in the library?

I am making a drink, orange or lemon?

Are you going to sit on your own or with the group?

Are you starting your work with the words or a picture?

Disempowering the behaviour

You can listen from there.

Come and find me when you come back.

Come back into the room when you are ready.

We will carry on when you are ready.
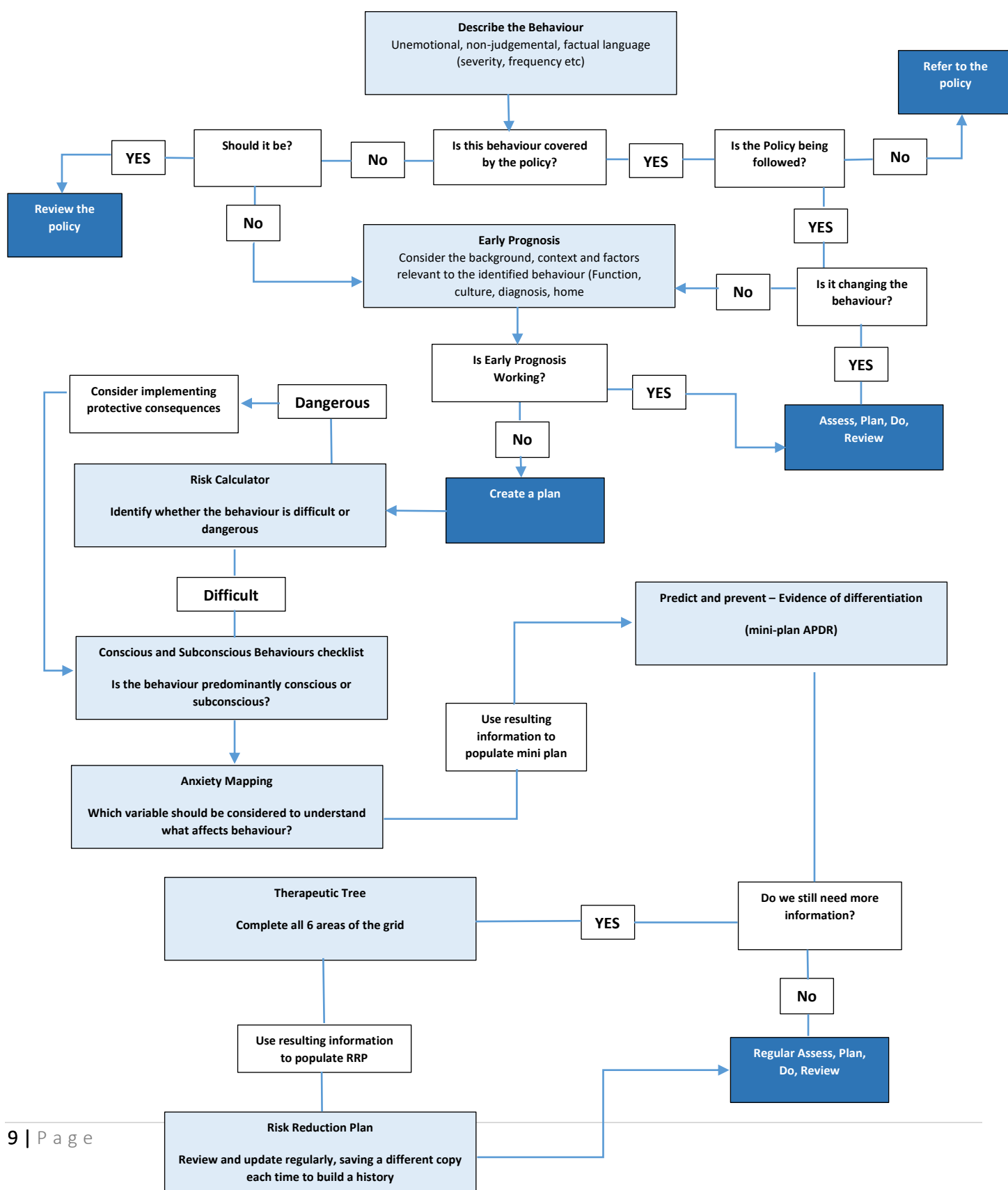
Scripted language

Child's name followed by...

I can see something has happened

I am here to help

Talk and I will listen

Appendix 2 – Behaviour flowchart

Describe the Behaviour
Unemotional, non-judgemental, factual language (severity, frequency etc)

Refer to the policy

Should it be?

YES

No

Is this behaviour covered by the policy?

YES

Is the Policy being followed?

No

Review the policy

No

Early Prognosis
Consider the background, context and factors relevant to the identified behaviour (Function, culture, diagnosis, home

No

YES

Is it changing the behaviour?

Is Early Prognosis Working?

YES

YES

Consider implementing protective consequences

Dangerous

Assess, Plan, Do, Review

Risk Calculator

Identify whether the behaviour is difficult or dangerous

Create a plan

No

Difficult

Predict and prevent – Evidence of differentiation

(mini-plan APDR)

Conscious and Subconscious Behaviours checklist

Is the behaviour predominantly conscious or subconscious?

Use resulting information to populate mini plan

Anxiety Mapping

Which variable should be considered to understand what affects behaviour?

Therapeutic Tree

Complete all 6 areas of the grid

YES

Do we still need more information?

Use resulting information to populate RRP

No

Regular Assess, Plan, Do, Review

Risk Reduction Plan

Review and update regularly, saving a different copy each time to build a history

Appendix 3 – Step 1 reflection slip

Step 1: Reflection & Repair Slip		
Name:		**Date:**
Stop (Behaviour)	**Start** (Golden Rule)	**Toolkit** (Repair)

Step 2 Reflection Sheet

Discussed with: _____

Name: _____
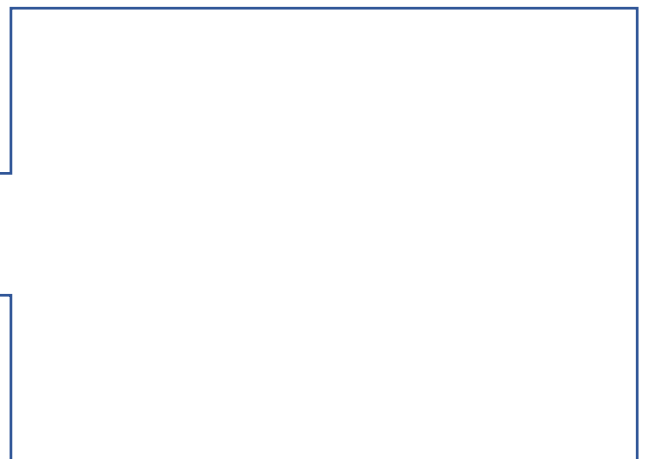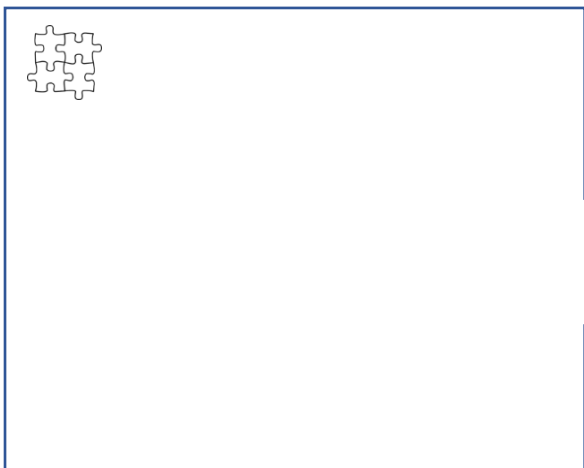
Class: _____

Date: _____

What happened?

Why did it happen?

How does it affect you?
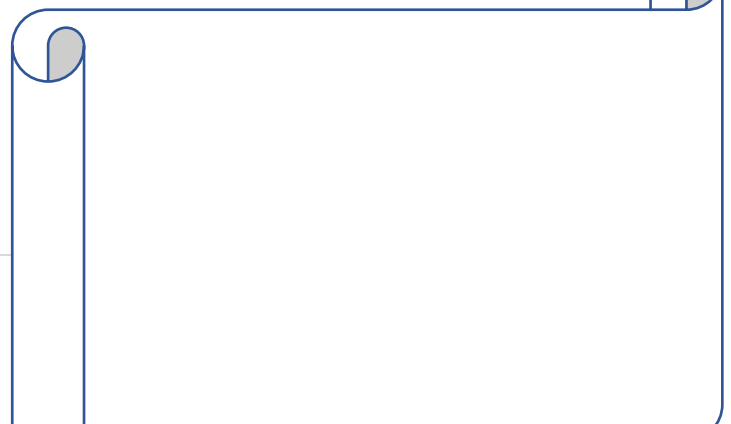
How does it affect others?

What can you do to fix it?

Which Golden Rule did you break?

Appendix 5 – Step 2 Parent Letter

Date: _____

Dear Parent/Carer,

We are writing to inform you that your child, _____ , completed a Step 2 Reflection sheet today during Playtime / Lunchtime / Classtime for:

_____

_____

_____

As a result of this, they completed the attached reflection sheet and discussed their behaviour with a member of the Senior Leadership Team.

Our behaviour policy is built around encouraging pro-social behaviour: that which is positive, helpful, and benefits those around us. As a part of the reflection time, your child has discussed the impact of their behaviour on others and how to repair (stage 4 of our behaviour policy) any negative repercussions from their behaviour.

We would be grateful if you could follow this up at home and discuss the above behaviour with your child to help reinforce pro-social behaviour.
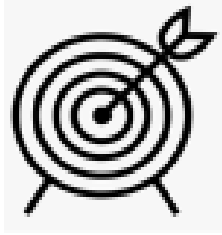
Please do not hesitate to contact us or your child's class teacher if you have any questions.

Thank you for your support.

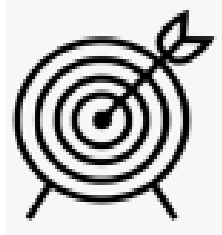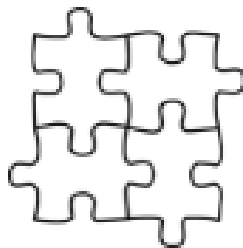Yours sincerely,

Mrs E Robinson
Headteacher

Appendix 6 – Visual aids

Expectation

Helping hand

Consequence

Repair