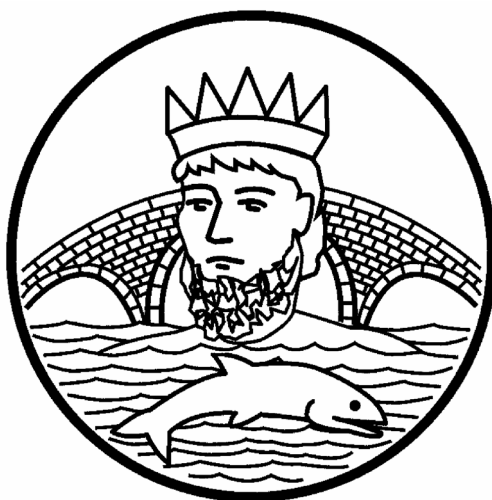


King Athelstan Primary School



Behaviour Policy

King Athelstan Primary School - Inspiring Excellence

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school: Come as you are and leave us great

Responsibility: Deputy Head

Date reviewed: Summer 2021

Next review date: Summer 2023

Purpose of this policy

To describe the school's ethos, values, expectations and practices regarding the management of children's behaviour, both expected and unexpected.

Aims of this policy

To ensure that:

1. All staff are made aware of the school's aim to create and maintain a **positive** learning environment with **realistic** expectations of children's behaviour, based on their age, individual needs and stage of development;
2. The whole school community understands the ethos and values that are integral to the way in which behaviour is approached at King Athelstan;
3. Every member of the school community is clear about their responsibilities towards creating and maintaining this ethos;
4. All members of the school community are aware of the school's behaviour management systems and how these are to be applied **consistently** across the school regardless of gender, race, ability or disability, whilst taking account of the particular needs or context of the individuals involved.

Responsibilities

The school's Governors and Senior Leadership Team will:

- Lead the drive to maintain the school's positive behavioural ethos;
- Ensure that all staff are aware of this policy and the roles and responsibilities that they have in line with it, including providing relevant training;
- Monitor that the school's behaviour policy is implemented consistently across the school and reviewed regularly;
- Promote good lines of communication regarding children's behaviour within the school and with parents/carers, Governors, the community and outside agencies;
- Support the staff in their implementation of this policy, providing that they have acted in line with the aims and practices within this document.

All staff will:

- Work with the school's Governors and Senior Leadership Team to create and maintain a positive behavioural ethos;
- Ensure that they are clear about their roles and responsibilities in line with this policy;
- Ensure that they implement this policy consistently across the school;
- Support good communication regarding children's behaviour within school and with parents/carers, Governors, the community and outside agencies.

Children will:

- Be made aware of this policy, in an age-appropriate way, and the responsibilities they have under the policy;
- Behave in a way that contributes to the school's positive behavioural ethos;
- Be made aware of the systems that exist to reward expected behaviours and positive behaviour choices as well as the consequences for unexpected behaviours;
- Be expected to follow the rules for behaviour as well as their own class rules, including aspiring to demonstrate the school's core PRIDE values.

Parents/Carers will:

- Be made aware of this policy and the responsibilities their children have under the policy;
- Be expected to support the school in its creation and maintenance of a positive behavioural ethos;
- Be made aware of the systems that exist to reward their children's positive behaviour choices and provide consequences for unexpected behaviours;
- Be expected to support good communication regarding their children's behaviour with school.

Whole School Ethos

'For us, children's behaviour can be a problem - for them it is a solution.'

At King Athelstan we:

- Understand behaviour as communication, in the context of children's emotional, social and cognitive development;
- Believe that rewards should specifically reinforce the core values of the school and expected behaviours in the school context;
- Believe that consequences must be meaningful and relevant to the individual child in question;
- Focus on modelling and teaching expected behaviours along with tools to support children's emotional and sensory regulation;
- Teach children that all feelings are OK but that the type or size of their reaction to a trigger may be unexpected in that context;
- Help children to **recognise** what has happened and take responsibility;
- Support children to **reflect** on the impact of unexpected behaviours on their own and others' wellbeing;
- Allow children to **repair** the situation as part of the natural and logical consequence to their actions;
- Believe in equity - everyone getting what they **need**
- Provide a nurturing and supportive learning environment;
- Believe that children must be emotionally 'ready to learn' in order to reach their academic potential;
- Seek to develop children's self-esteem and confidence;
- Encourage relationships and interactions based on kindness, honesty and respect;

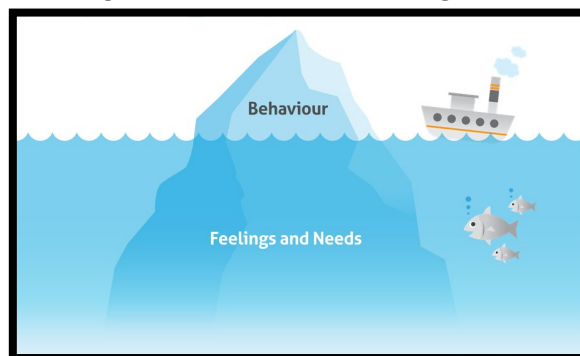
King Athelstan has a no shouting policy. Shouting does not improve behaviour and can cause unnecessary distress to children.

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."

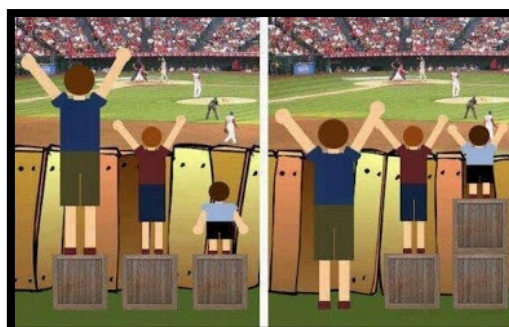
L. R. Knost

Below are some visuals and analogies which are helpful to support and illustrate our approach to behaviour management at King Athelstan Primary School:

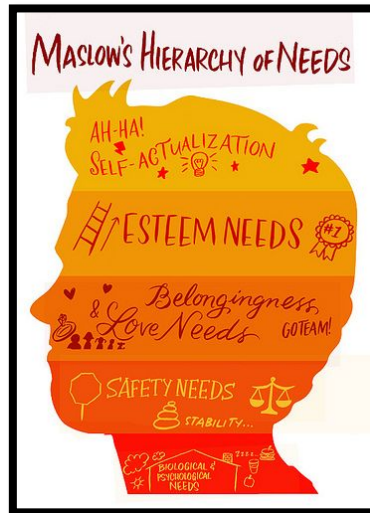
- Behaviour is the 'tip of the iceberg' - what is it communicating?



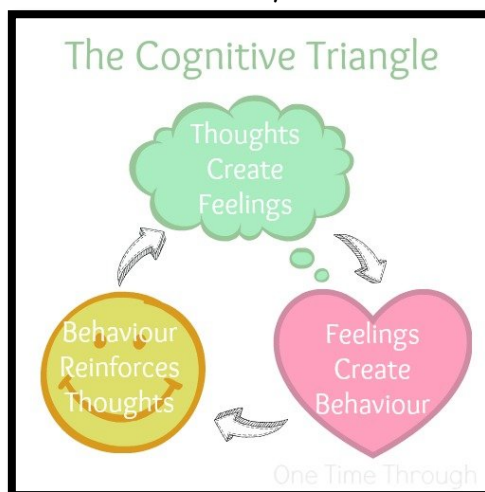
- 'Fair isn't everybody getting the same thing; fair is everybody getting what they need in order to be successful'



- The Mobile Phone Analogy for Neurodiversity
 - Different types of brains can be thought of as different types of phone.
 - If you try to get an Android phone to use an iPhone app, it won't work properly. This isn't because it is broken; it is because you are trying to get it to be something it isn't.
 - You wouldn't try to fix the phone, you'd change your approach and use a different app.
- Children's basic needs must be met in order for them to achieve academically



- The Battery Analogy
 - Many children arrive at school with a full, or near full 'battery' (charged up with positive experiences and interactions that meet their needs). This gives them reserves to cope with the challenges of the day.
 - Others may arrive at school with low or near empty batteries. These children have no reserves to draw upon when faced with challenges so may appear to 'over-react'. They may also engage in unexpected behaviours in an attempt to 'charge up' their battery.
- Sometimes we need to help children to 'break the cycle'



- The Water Analogy
 - Consider challenging behaviour as the child 'drowning'.
 - Trying to discipline or correct them while they are dysregulated serves to 'push them further under water' - they will then fight harder 'for air'.
 - Offering a 'life ring' in the form of a distraction or sensory tool helps the child out of the situation so it can be dealt with.
 - Then we can teach them how to 'swim' for next time - with 'floats' at first.



- We take **PRIDE** in our learning and behaviour at King Athelstan (school values)

<p>At King Athelstan Primary School we show PRIDE in our learning and behaviour through our school values:</p> <p>P Perseverance R Respect I Imagination D Diving Deeper E Excellence</p>	<p>I can show PERSEVERANCE:</p> <ul style="list-style-type: none"> ✓ I can keep going, even when something is hard or takes a long time ✓ I can bounce back when I make a marvellous mistake ✓ I am determined to achieve my goal 	<p>I can show RESPECT:</p> <ul style="list-style-type: none"> ✓ I listen to others' thoughts feelings and ideas ✓ I look after our school and the people in it, including me! ✓ I work together with my class to make sure everyone can learn and play
<p>I can show IMAGINATION:</p> <ul style="list-style-type: none"> ✓ I can find creative solutions to problems ✓ I can adapt to new situations ✓ I can express myself ✓ I have great ideas! 	<p>I can DIVE DEEPER:</p> <ul style="list-style-type: none"> ✓ I can take risks in my learning ✓ I can challenge myself ✓ I can try new things ✓ I can be brave 	<p>I can demonstrate EXCELLENCE:</p> <ul style="list-style-type: none"> ✓ I am being the best I can be ✓ I can try my hardest ✓ I can make good choices ✓ I have achieved my goal!

The Zones of Regulation

At King Athelstan we use The Zones of Regulation as a whole school approach to support children to understand their own and others' emotions and learn to self-regulate. All staff use this common language to discuss emotions and behaviours. There is a Zones of Regulation display in every class and staff wear a visual aid on their lanyards to support communication. Key learning from the Zones of Regulation curriculum is revisited at an age-appropriate level at the start of each academic year, as part of the children's induction to their new year group. This is then revisited through assemblies and the PSHE curriculum throughout the year. The Zones are applied throughout all strands of behaviour management - proactive and preventative support, responding within the moment and reflecting on what has happened.

The Zones

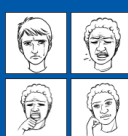

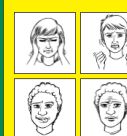

- The Blue Zone:** a low energy state where the 'slow' feelings reside, e.g. sad, tired, bored, sick
- The Green Zone:** the optimum state for the classroom, including feelings such as: happy, calm, focussed, proud
- The Yellow Zone:** a high energy state where the 'fizzy' feelings are found, e.g. excited, frustrated, anxious, silly
- The Red Zone:** an 'out of control' state including feelings such as: angry, aggressive, terrified, elated
- 'The Colour Monster'** (from the book by Anna Llenas) is used to represent feeling 'mixed up'.


It is made clear to the children that there are no 'bad' Zones/feelings - all Zones are **'expected'** at different times and in different circumstances. You can be in more than one Zone at a time and some

emotions may fall into more than one Zone. Staff refer to undesirable behaviours as 'unexpected'. This may be because the behaviour does not match the situation or the size of a child's response does not match the size of the problem. Children are taught a range of thinking, calming and sensory tools to support their self-regulation.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



GREAT DREAM - supporting children's mental health

Children's mental wellbeing is at the heart of our approach at King Athelstan. Children who have the resources to manage their mental wellbeing are more likely to be successful learners. One of the resources that we draw upon to share strategies that support this will children is Action for Happiness' GREAT DREAM acronym. Associated visuals are displayed around the school as reminders.

Ten keys to happier living

GREAT DREAM

GIVING  Do things for others RELATING  Connect with people EXERCISING  Take care of your body AWARENESS  Live life mindfully TRYING OUT  Keep learning new things	DIRECTION  Have goals to look forward to RESILIENCE  Find ways to bounce back EMOTIONS  Look for what's good ACCEPTANCE  Be comfortable with who you are MEANING  Be part of something bigger
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ACTION FOR HAPPINESS

School Rules

We have four school rules which we expect **everyone** in school to follow, children and adults alike:

1. We are kind.
2. We play and learn safely.
3. We listen to everyone.
4. We look after our school.

These should be on display in all learning areas and referred to regularly. Their importance should be reflected upon with children as part of the consequence of unexpected behaviours.

King Athelstan Primary School Rules



We are kind



We play and learn safely



We listen to everyone



We look after our school

Class teachers may opt to have additional 'Class Rules', specific to their classroom. These should be:

- Agreed collaboratively with children at the start of the year

- Be kept to a necessary minimum
- Be phrased positively - stating what is expected rather than what not to do
- Have a clear rationale and be made explicit through displays, Circle Time, etc.
- Be consistently applied.

Rewards

The school seeks to reward children's good behaviour choices wherever possible. Rewards can include:

- Positive feedback (verbal, written or visual - e.g. a thumbs up);
- Child's name being added to the class positive behaviour visual (In EYFS this will be the 'sunflower'. In KS1 & 2 there will be teacher discretion as to format but should offer the opportunity to celebrate success of individuals regularly);
- Stickers (including PRIDE stickers for demonstrating school values and WOW stickers in EYFS);
- House points (KS1 & 2) counted weekly by Year 6 prefects and celebrated in the weekly Achievement Assembly;
- PRIDE Postcards and Excellence Awards (see below) - with the aim of collecting at least one of each across the year (R-Y6);
- Positive phone call or 'Just a note to say...' card to a parent or carer;
- Individual reward scheme to promote reading at home (children collect 'dots' in their reading record which can be exchanged for small prizes)

Individual class teachers can use their discretion to implement additional reward systems in their classrooms to meet the needs of their cohort. These should, however, relate to or build upon the whole school systems above. Class teachers should not award prizes and weekly Golden Time is not permitted - this ensures equality across the school. Class teachers may, instead, allow their class to earn alternative rewards (e.g. choosing music to have on during a creative lesson) or, more rarely, short periods of additional 'social time' as a reward (no more than half termly to avoid lost learning time).



PRIDE POSTCARD

Name _____ Date _____

I have been showing **PERSEVERANCE**.

 _____

Signed _____



PRIDE POSTCARD

Name _____ Date _____

I have been showing **RESPECT**.

 _____

Signed _____

PRIDE POSTCARD

Name _____ Date _____

I have been showing **IMAGINATION.**

Signed _____

PRIDE POSTCARD

Name _____ Date _____

I have been **DIVING DEEPER.**

Signed _____

PRIDE Achievement Award

Name _____

Date _____

I have been demonstrating **EXCELLENCE.**

Signed _____

Just a note to say...

Signed _____

Consequences

Consequences should not be viewed as 'punishment'. Their function is not to exert power but to teach and reinforce expected behaviours alongside strategies to use next time the situation is encountered. They must be meaningful to the child involved. As far as possible, all adults working in school should seek to reward positive/expected behaviour choices rather than give consequences for unexpected behaviours. Where a child's behaviour is such that it breaks a rule, there is a hierarchy of consequences that adults can apply. Levels within the hierarchy can be skipped for the most serious incidents. **We believe strongly that praise should be public (unless this does not fit with a child's individual needs) and correction/consequences should be kept discrete.** There should be no negative equivalent to the class positive behaviour visual to avoid creating a climate of shame, which is only likely to exacerbate challenging behaviours.

The 'Helping Hand' - for use in the classroom and playground

- **Thumb - Rule Reminder:** child is given a verbal reminder of the rule they are breaking or (if more appropriate to the child/context) a visual reminder that they are breaking a rule using a 'thumbs down' signal.

- **First finger - Chance to Change:** child is told this is their 'change to change' their behaviour and told explicitly what the adult expects to see (rather than what they should not be doing). 'Take up time' must be given - allowing the child time and space to make a good choice.
- **Middle finger - Regulation Station:** child is given time out within the classroom to self-regulate (with appropriate tools as needed) and reflect on their behaviour. This should be time limited (maximum 15 minutes). Each classroom should have a chair/area designated for this purpose with a selection of visuals and sensory tools to support self-regulation. In the playground this will be a short time spent on the designated Reflection Bench to self-regulate (max. 5 minutes).
- **Ring finger - Reflection Time:** child has time out in the parallel class (or an alternative pre-agreed space if this better meets the child's needs) to reflect on what has happened. This should be time limited (no longer than one lesson). A Reflection Sheet should be completed, independently or with support, and the incident recorded on the class Google Form. If the Reflection Time is for longer than a few minutes, suitable learning should be sent to the relevant classroom for the child to complete. In the playground, this will be spending time on the Reflection Bench for the remainder of the break time. The class teacher must be informed by the adult on duty. Contacting parents/carers at this stage will be at the teacher's discretion.
- **Little finger - Time Away:** child has time away from their year group (or the playground) with a member of the Senior Leadership Team or Nurture Team (depending on the nature and severity of the incident and the child's needs). A Reflection Sheet should be completed (if not already), the incident recorded on the class Google Form, and parents/carers contacted, either by the class teacher or a member of SLT. The adult dealing with the incident must complete a White Card to give to SLT explaining what has happened so this can be recorded and responded to accurately.



Alongside this structure, there is a whole school focus on logical, 'natural consequences' for behaviours, e.g. cleaning up a mess made, completing work in break time that was not completed in learning time (although this should be considered carefully in line with any special educational needs). One off, low level incidents that take place outside of the classroom (e.g. assembly, corridors) can be managed through use of reminders, a chance to change (e.g. going back to walk sensibly down a section of the corridor) or another suitable consequence to be administered by the member of staff who has dealt with the behaviour. They should ensure that the class teacher is made aware.

Consequences should never involve pupils missing trips, clubs or interventions. The only time that this may be required is if there is a significant health and safety risk posed, which cannot be mitigated. This decision can only be taken by the Headteacher (or Deputy Headteacher in their absence).

The Three 'R's

Incidences of unexpected behaviour should be discussed with the child in terms of the 'three Rs':

- **Recognise** what has happened and taking responsibility for your actions
- **Reflect** on who was affected, how it made you/them feel and what could be done differently next time
- **Repair** the damage to the environment or relationships by finding a way to make things better.

 **Recognise**
Acknowledge what happened and take responsibility for your actions.




Reflect
How did everyone feel? What could you do differently next time?



Repair
How will you make things better?



 **King Athelstan Primary School - 'White Card'**


_____ needs some time away from _____
because _____

Time: _____ Date: _____

Reporting staff member: _____ Receiving staff member: _____





Action taken: _____

_____ Parent/Carer Contacted?

King Athelstan Primary School 'Reflection Sheet' 

Name: _____ Class: _____ Date: _____

Recognise
Describe what happened. What choices did you make?

Reflect
What Zone were you in?    
Was your behaviour: expected? or unexpected?
Why? _____


What were the consequences of your choices?

Who was affected? How did your behaviours make them feel?


How do you feel about yourself now?





What would be a better choice to make next time? Why?
What tools could you have used to help you?



Repair
How will you make things better so everyone can move on?



King Athelstan Primary School 'Reflection Sheet' 



Name: _____ Date: _____





Recognise
 ? Draw what happened:

Reflect
What Zone were you in?
   

Was your behaviour:
 Expected  Unexpected

Draw how your behaviour made other people feel:
 

Now talk about what you can do differently next time...
Repair
 

can make it better by:
 Saying sorry  Doing my work  Being kind  Clearing up
Other... _____

Beyond the 'Hand'

There will be a small number of children for whom the above structure is insufficient, as a result of their social, emotional and/or mental health needs. This is likely to come to light because of the frequency with which the child is reaching the fourth or fifth 'finger' of the behaviour hand - monitored through the class Google Forms. Initially, a meeting will be held to discuss barriers to learning and triggers for unexpected behaviour to see what additional support could be put in place. Children whose behaviour is regularly 'beyond the behaviour hand' will have an individualised Positive Behaviour Support Plan with a focus on de-escalation strategies. There are separate versions for staff and for the child. All children who access the SRP (Haring) will have a PBS Plan. The plan is likely to include individualised rewards, proactive strategies and interventions, responsive strategies and any necessary guidance on positive handling.

Positive Behaviour Support (PBS) Plan - King Athelstan Primary School		
Name:	Class/Year:	DOB:
Date of Plan:	Date of Review:	
Medical information:		(photo)
Known Triggers:	Designated/preferred staff members:	
Plan for the Team Around the Child		
Proactive Strategies		
Stage of Crisis	Description of behaviour	Suggested Support/Intervention
Anxiety		
Defensive/ Escalation		Continue to use responses from Level 1 (Anxiety).
Crisis		Use PHP procedure if Positive Handling is absolutely necessary.
Recovery		
Depression		Continue to use responses from Level 4 (Recovery).
Follow Up		
Additional safety information/Positive Handling Plan:		
If placing them self at risk (e.g. climbing dangerously):		
If placing others at risk (e.g. hurting children or adults):		

X's Plan of Action			
	I am	I can	You can
5			
4			
3			
2			
1			

For children who leave the classroom unexpectedly - staff should not 'chase' but try to ensure they are aware of the child's location whilst giving space. Additional support should be sought from the Inclusion Team/SLT if the child does not self-regulate and return to the supporting adult.

If a child leaves the premises the 'missing child procedure' is activated. Staff should never 'chase' the child (as this can increase the risk) but should try to walk behind at a distance, keeping the child in sight where possible. Staff should take a mobile phone and maintain contact with the office who will inform the police and family. See missing child procedure for details.

Rarely, an incident will occur that is so significant that a fixed term exclusion from school is required. This decision must only be taken by the Headteacher (remotely if necessary). Internal exclusions can be agreed by any member of the Senior Leadership Team but the exclusion must include some planned reparation work or learning around the incident that has occurred in order to support the child to manage the situation differently in future.

Learning Environment Checklist

To support the implementation of this behaviour policy, all classrooms should have the following:

- School Rules poster displayed (and Class Rules, if applicable)
- PRIDE Values poster displayed
- GREAT DREAM poster displayed
- The Zones of Regulation displayed (with some form of 'check in' facility for children to indicate which Zone they are in)
- Positive behaviour visual
- House Point jars and pebbles
- The 'helping hand' visual for consequences

- A designation 'regulation station' (chair/area) within the classroom equipped with appropriate visuals and sensory tools to support self-regulation
- A supply of blank white cards, reflection sheets, stickers and PRIDE postcards.