



# Rusthall St Paul's C.E. (Aided) Primary School

**INSPIRE • BELIEVE • ACHIEVE**

Positive Learning Behaviour and  
Wellbeing Policy

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Signature:

Author of Policy: Mrs K. Harman

## Rusthall St Paul's C.E. (Aided) PRIMARY SCHOOL

### Positive Learning Behaviour and Wellbeing Policy

At Rusthall ST Paul's, we value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. These values underpin the practice and procedures outlined in this policy.

Rusthall St Paul's school is committed to an inclusive Christian ethos based on respect for, and celebration of, all children and stakeholders regardless of gender, disability, faith and racial diversity.

#### **Statement of Behaviour Principles**

This policy is based on our behaviour principles.

Good behaviour must be carefully supported and developed. We believe that within a framework of clearly defined expectations, the most effective ways of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement.

Through the example of the adults who care for them at school, clearly defined expectations, and through well planned, stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

Whilst every child has the right to learn no child has the right to disrupt the learning of others. Being a Christian school means that we base our school values of *friendship, respect, forgiveness, creativity, responsibility* and *perseverance* along with the importance of every individual in God's eyes. These values are a consistent theme and underpin everything that we do. Our school motto is 'INSPIRE BELIEVE ACHIEVE' - we expect the teaching and learning to INSPIRE, the children to BELIEVE in themselves and BELIEVE in the faith of God to support and guide and therefore for everyone to ACHIEVE their potential

#### **What we want to achieve**

The happiness and wellbeing of our children underpins all that we do. In doing this our core Christian values run through the centre of our school teaching and learning. We know that when children feel happy and safe, listened to and respected then they make progress with their learning. We believe our children should be treated equally and taught key skills in:

- How to maintain positive relationships with peers and adults
- How to lead a happy life
- Understanding and regulating their emotions
- Understanding the positive learning behaviours which allow them and others to make academic progress

We understand that behaviour is a form of communication. Every adult in the school will champion each and every child to promote positive outcomes. Quality First Teaching means that our adults will identify where a child may need additional support to help them with positive learning behaviour and implement appropriate strategies.

### **Positive mental health and wellbeing**

We aim to promote spiritual, moral and cultural development of every child to prepare them for opportunities, responsibilities and challenges life offers. We progressively teach our children strategies to support wellbeing and happiness, whilst also teaching expected behaviours, respect and empathy. We understand that these core values underpin successful relationships.

Children at Rusthall St Paul's are taught from EYFS about an 'enthusiastic yes'. When playing, children are encouraged to think about whether they are playing willingly. Learning this from a young age equips children to have the confidence to recognise their own needs, and gives them with the tools to deal effectively with any unwanted behaviour from others.

### **Positive praise**

Children and adults thrive on praise. Positive praise and positive encouragement are to be used to promote correct behaviours. Children are given praise on an individual and on a group basis through:

- Non-verbal (thumbs up, smiles etc) and verbal praise that is explicit ("I really like how you have...").
- Positive and constructive feedback on work.
- Golden Book: for positive attitudes, effort and achievement to work.
- House points can be used to reward individuals or whole groups.
- Marbles in a jar are given as a class collective for showing excellent learning behaviours together as a team.
- Headteacher Awards are given in exceptional circumstances such as: outstanding work, showing exceptional kindness, filling their house point chart etc.
  - 30 house points = Head teacher award
- Celebration Assembly each week in recognition and celebration of children's work and effort.

### **Adults dos and don'ts for promoting positive behaviour for learning**

- Adults in the school will not shout. We understand that nothing can be gained by being verbally aggressive, and our staff will model how to remain calm and in control. Any reaction to a child's behaviour should be non-emotional and given in private where possible (i.e. not in full view of the class), delivering a consequence if needed. If this is during learning time, explain to the child that you will take time after the lesson to fully explain your decision and give the child the time to 'fix' the situation if that is appropriate (in addition to the consequence).

- Adults in the school will describe the behaviour and the impact that behaviour has had on the child and others: “you did ..... and that made ..... feel very upset/angry/frightened. At Rusthall St Paul’s, we don’t do things like that. You will need to ....” Adult will use this as an opportunity to reflect on emotions.
- Teaching staff will start lessons promptly and punctually – empty time leads to boredom and misbehaviour.
- Lining up – adults will ensure children enter and exit the classroom quietly in a line, helping to create a calm atmosphere.
- If an adult makes a mistake or jumps to an incorrect conclusion, they will apologise. It is important to model mistakes are normal and that we all take responsibility for our actions.
- The tone of voice of the adult and the way in which the adult structures redirection so that it is aimed at the behaviour and not the child, is essential. A harsh tone can produce a negative, aggressive response in a child brain. Adults will:
  - Be calm
  - Be polite
  - Model calm body language (not crossing arms)
- Adults will use ‘we’ when talking about expectations ‘At Rusthall St Paul’s we do not throw books’
- Adults will use ‘if’ and ‘then’ to clarify actions and consequences e.g “if you throw a book, you will then miss some of your play time”
- Adults will follow through on ‘if’ and ‘then’ statements made, but will never make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault
- Adults will ensure they arrive to collect pupils from playtime on or before the end of play – arriving afterwards leads to unattended lines of children. A 5-minute warning whistle will blow to prepare the children
- Each class will draw up a Class Charter which will be adapted across the year to reflect the changing needs of the class.
- With their class, adults must refresh the class charter at different times in the year in order to ensure it remains relevant and a useful tool.
- Adults will give children vocabulary that is progressive across the school to help children recognise and label their feelings.

## Using the amber/red system

If re-direction and positive encouragement do not work, staff will use the amber/red system:

- Step 1: an 'if' and 'then' statement "if you continue to rock on your chair you will be given an amber".
- Amber: "you are now on an amber; your second reminder that we need to stop rocking on the chair and face the front. Thank you".
- Red: the negative behaviour will be explained to the child, along with the impact it is having on the class/peers.
- Red 1: child is sent to a safe space within the classroom for 5 minutes to reflect on where they might be on the mood meter/why their behaviour is having a negative impact on their learning (and those around them if appropriate).
- Red 2: child is sent to another class with their classwork for some time to reflect and talk through their behaviour with a different adult. The child will not be sent to a class where they have a sibling. They will be welcomed back into the class, drawing upon our value of Forgiveness.
- Red 3: child is sent to the Headteacher or Deputy/Assistant Headteacher (where appropriate, bad choice form to be completed and sent home)
- Red 4: as with red 3 with a phone call home to parents.

The amber/red system is cumulative across the school day. Every child will know that each day is a new day.

Each class will use their behaviour sheet to record any ambers or reds given for the day.

Some behaviour is of sufficient seriousness that it will be dealt with immediately by a senior leader, and no warning will be given. These behaviours include:

- Bullying
- Racism/homophobic language
- Obscene language
- Fighting or physical harm cause by intent
- Vandalism/stealing
- Throwing/kicking objects
- Serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- Refusing to go into another classroom when the amber/red system has been followed

Sometimes it may be appropriate for a child to miss their breaktime play and/or lunchtime play. This is to allow the child to spend time discussing their negative behaviour, triggers for the emotion they felt using the mood meter, and strategies they can use next time they feel angry/frightened that has resulted in the negative behaviour. This also gives them some time to sit calmly and reflect, taking responsibility for their actions.

## **Child-on-child**

Child-on-child abuse will not be tolerated at Rusthall St Paul's. Any incidents will be investigated by the Senior Leadership Team, who will work in partnership with the parents/carers to support the victim. SLT will work closely with the class teacher to ensure the correct support is in place, whilst also ensuring consequences are in place for the perpetrator. In some cases, the perpetrator will also require ongoing support.

- Child-on-child abuse includes, but not restricted to:
- Bullying, including online
- Hate incidents, including online
- Physical abuse
- Racism
- Harmful sexual behaviour, including online

## **Playtime behaviour**

When there is negative behaviour the following procedures will apply:

Sometimes a child may need some time to calm down. The adult will talk calmly and will walk with the child to a quiet part of the playground, discussing where they may be on the mood meter, and what strategies we can use to calm down. After a few minutes, once the child has had 5 minutes to talk, they can go back onto the playground. If the incident is more serious, staff will take the following steps:

1. The adult will ask the child to move away from the situation to where it is quiet. If the child refuses to move, the adult will ask the other children to move to a different part of the playground to allow some space.
2. The member of staff will move down to the level of the child and adopt open body language.
3. Staff will be mindful of personal space and will initiate respectful conversation.
4. Staff will use neutral body language (i.e. not folded arms) to avoid further aggravating the situation.
5. Staff will remain calm, regardless of the child's actions, using a talking voice. Shouting is never ok.
6. Sometimes it will be difficult for the child to respond due to the adrenaline pumping through their body. The adult will notice this and suggest 5 minutes time to calm down i.e. a safe place in the play ground or sitting in the spiritual garden.
7. The member of staff will listen to the child without jumping to conclusions.
8. The adult on duty will deal with the negative behaviour in the same way they would in the classroom, following the above.

Some children may find play times difficult. Home and school will work together to ensure an individualised play time plan is established to support any child's need during this time.

## **The application of this policy**

The positive Learning Behaviours and Wellbeing Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence. This policy will be followed during any off-site learning.

## **Personalised support**

As a school we recognise that some children may need additional support and, in these circumstances, will work together as a team to implement a Behaviour Plan or a Pastoral Support Plan.

### **Home/school partnership**

We believe that working closely together, home and school can have a significant positive impact on children's behaviour and wellbeing. Consistent expectations and understanding of each individual child's needs promote a positive relationship whereby the child feels safe and secure.

### **Reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

### **Exclusion**

On rare occasions the headteacher may feel that a formal process should be activated to remove the child from school temporarily.

Please see Rusthall St Paul's Exclusion policy.



### Three tiered approach to Mental Health and Wellbeing

At Rusthall St Paul's we believe that it is important to foster positive mental health. Why is this important?

- It supports us with the ability to learn.
- It helps us to understand emotions: what do they feel like? What do they look like? What can we do when we feel that way?
- It provides us with a good basis to form and maintain solid relationships.

<b>Rusthall St Paul's Three Tiered Approach to Positive Mental Health</b>	
<b>Tier 1</b>	<b>Whole School Pastoral Learning</b> <ul style="list-style-type: none"><li>• Use of the mood meter</li><li>• PSHE lessons</li><li>• Adult play facilitators</li><li>• Staying safe online weaved through every aspect of teaching</li></ul>
<b>Tier 2</b>	<b>Additional Support that school is able to provide</b> <ul style="list-style-type: none"><li>• Tailored Emotional support in 'The Nest'</li><li>• Support with bereavement and grief</li><li>• Social Stories</li><li>• Lunch Time Hub</li></ul>
<b>Tier 3</b>	<b>Targeted Support needed from an external Agency</b> <ul style="list-style-type: none"><li>• Fegans</li><li>• Play Therapist</li><li>• CAMHS</li><li>• Early Help</li><li>• Educational Psychologist</li><li>• Speech and Language</li></ul>