PROMOTING SELF-ESTEEM AND POSITIVE BEHAVIOUR POLICY

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Consultation: All Faiths’ staff, Governors, parents/carers, Medway: -Principal Educational Psychologist, School Educational Psychologist, Behaviour Support Service, Inclusions Officer, Self Esteem Consultant.

ENC. Appendix 1 – 8, Addendum 1 - Anti- Bullying Statement with Appendix 1, Addendum 2 - Positive Handling and Use of Reasonable Force Policy with Appendix 1 and 2, Staff Statement of Acknowledgement and Understanding. Addendum 3 Use of Reasonable Force to Restrain or Control Pupils.

This policy is one of a suite of policies and should be read in conjunction with the following documents:

- Learning Environment
- Positive Handling and use of Reasonable Force
- Anti-Bullying
- Single Equality Plan
- Child Protection/Safeguarding

SCHOOL AIMS:

ACHIEVEMENT

1. To enable pupils to achieve high standards in all areas of the curriculum, to enjoy their learning, achieve well and make very good progress in relation to their prior attainment. (ECM3)

BEHAVIOUR AND SAFETY

4. To enable the pupils to set themselves high standards, to take pride in their work and to strive towards high achievement. (ECM4)

5. To enable the pupils to be confident and self-motivated and to take advantage of opportunities to make a positive contribution to the school and wider community. (ECM4)
6. To create a happy, relaxed, safe and purposeful atmosphere in which each child and adult can develop personally, socially and morally: where positive and co-operative relationships, tolerance, understanding and respect for all people are inherent. (*ECM5*)

**LEADERSHIP AND MANAGEMENT**

8. To involve parents and the wider community in school life to ensure that all aspects of pupils’ progress are fully inclusive, shared and supported. (*ECM3/5*)

9. To celebrate special aspects of the children’s work and life at school and cause the school to pursue excellence in all its activities. (*ECM4*)

(*ECM = Every Child Matters – The Children Act 2004*)

**Rationale**

This policy is principled by the Marjorie Boxall approach which also underpins the school’s Nurture Group provision.

At All Faiths’, we recognise that every member of the school community has rights and responsibilities. We aim to promote self-esteem to ensure that everyone is able to exercise these rights and responsibilities effectively. We promote mutual respect and consideration for others in order to create a social construct in which we all feel safe, secure, able to learn, work and make a positive contribution to school life.

We believe that everyone should behave in a way which upholds these values because it is the right way to behave and not simply to gain extrinsic reward*. We expect parents/carers, others who have close relationships with our pupils and all members of the school community, to uphold these values.

We believe that the only behaviour we can change is our own. Outside factors may well impinge on our ability to do so. We set firm boundaries of acceptable behaviour. We help pupils to build resilience to outside pressures and an understanding of each person’s role in a collective responsibility to meet the School Aims.

We believe that by creating an environment that exemplifies these values the possibility to prevent challenging behaviour is maximized.

All staff are involved, at least annually, in training to enable this policy to be applied consistently.

At All Faiths’ everyone has the right to:-

- feel physically and emotionally safe
- learn, teach and work in an environment which maximizes their performance
- be treated with respect regardless of age, gender, religion, culture, ethnicity or physical differences
- be valued equally.

At All Faiths’ everyone has a responsibility to:-

- behave in a way which causes everyone to feel physically and emotionally safe
- behave in a way which helps everyone to learn, teach and work to the best of their ability
- treat everyone with respect
- make a contribution and value the contributions that each individual can make to the All Faiths’ Community.

These rights and responsibilities underpin every process and procedure at school. They will be displayed in shared areas around school. Each class will discuss their rights and responsibilities termly to ensure all pupils understand the high value the school places on them.

Code of Conduct

- Each class will construct their own Code of Conduct, exemplifying the rights and responsibilities. The Code of Conduct will be displayed in the classroom and referred to on a regular basis. The Code needs to be relevant to the developmental levels of the pupils and regularly evaluated and re-negotiated if necessary.

Creating an environment which maximizes the prevention of challenging behaviour has several elements:-

- regard for Maslow’s Hierarchy of Need
- the quality of teaching
- the way in which we communicate
- the establishment of secure routines and expectations
- the physical environment.
Pupils' basic physiological needs should be met and they also need to feel emotionally safe and secure. These elements promote children’s confidence, independence, and makes in their learning a pre-requisite to enable good progress. We need to always remember that if needs are not met, pupils find it difficult to behave in the expected way. As a school, we cannot meet every pupil’s every need, however, we can offer support and often, practical help. We will work in partnership with parents/carers to ensure that our pupils’ needs are met as fully as possible.

We need to ensure that we always ask “why” a pupil is behaving in a certain way and do our utmost to identify the need/s that are not being met. It is our responsibility to help pupils improve their behaviour, learning and emotional well-being.
ALL BEHAVIOUR IS COMMUNICATION!

Below are the needs depicted in a pyramid, please also see Appendix 1.

At All Faiths’, we help to meet physiological needs by:-

- encouraging pupils to drink water freely – we give every pupil a water bottle. Every term and in frequent newsletters, we remind parents/carers and pupils that bottles need to be filled daily

- allowing pupils to go to the toilet when necessary using a toilet card system

- having protocols and procedures to access medical care

- providing a Breakfast and Brush Club and fruit during the day

- maintaining the national Healthy Schools Standard so that pupils learn how to make healthy lifestyle choices.

- Allowing pupils to “take a nap” if they are distressed by being tired.
Higher order needs are met through:

Communication

Communicating consistently, in a way which enhances self-esteem, reinforces the schools’ values.

- adults and pupils will address each other by using the person’s name. Adults must not respond to being called “Miss” etc. Please avoid using “catch-alls” e.g.: “sweetie”, “mate”
- it is acceptable for deaf pupils to gain attention by gently touching your arm and for others to gently touch a deaf pupil’s arm to gain his/her attention. We follow the Deaf Friendly Pledge Appendix 2
- please greet and encourage pupils to greet you, ensure that you acknowledge pupils when they leave
- we make time to really listen and respond to what a pupil is actually saying. Repeat exactly what the pupil has said to give him/her the opportunity to explain again if necessary
- we ensure pupils know we are showing empathy by physically being at their level and mirroring their body language/facial expressions
- adults are a pupil’s mirror – a smiling, open face will indicate to a pupil that they are welcomed and accepted. Body language from an adult which shows rejection will instill a feeling of rejection and the resulting behaviour!
- we teach pupils to be assertive. If a pupil or adult is hurt, upset or angry because of someone’s actions, they have a right to tell that person how they feel. Strategies and vocabulary to do this successfully should be taught through Circle Times and role play
- react calmly (ensure your feelings are “grounded”). Make it easy for the pupil to tell the truth by ensuring that s/he can trust your reaction when he/she does
- always refer to the way a pupil’s actions make you feel e.g. I feel …… when ……… is hurt rather than “You make me angry when ……….”
- ensure pupils are emotionally balanced before expecting them to respond positively. If a pupil’s over arching feeling is anger/frustration/sadness etc., their brain will not be able to “hear” what is being said and therefore, will not respond. Acknowledge the feeling (“I can see you feel………….”) and allow them time to calm down in a safe environment when necessary. Sometimes, it will not be possible to rationally discuss a situation with a pupil for a considerable period
- always discuss the options that were available to the pupil after an incident but only when they are calm e.g.: “what should you have done?”, “what other choices did you have?”

- ensure that a common vocabulary is used to describe feelings and that pupils understand the vocabulary. We teach the social and emotional aspects of learning through the Primary National Strategies SEAL Programme
- Use positive vocabulary e.g.: “walk please”, “these children have finished tidying up.” This gives a mental image of acceptable behaviour i.e. explain the behaviour you want to see rather than describing the unacceptable behaviour.

- When giving praise ensure it is well deserved and factual – e.g.: “You’ve used a lot of bricks to make that tower so tall”, describe the action. Please do not use labels including “good girl/boy” and other such adult judgements e.g. “fantastic”. Pupils need factual feedback to enhance their self-esteem.

- We acknowledge the feelings that are being expressed e.g: “I can see you’re really angry.” “Oh, that must have hurt,” “I can see you are feeling rather sad.”

At All Faiths’ we use a shared vocabulary consistently:-

- “think about the choice you are making”
- “you have a responsibility to ……………”
- “you can (do this) or (do that)”. This is a win/win situation which ensures the adult is taking control of the behaviour and allows the pupil to make the right choice, which must then be acknowledged.
- Always ask a child to “use words”
- “At All Faiths’ we …………… ..”
- To gain pupil’s attention, put your hand up, expect and wait for all pupils to stop what they are doing, stop talking and put their hands up. If the pupils do not respond, remind those who have not responded and if necessary count down from 5. Use the sanctions stated in this policy for pupils who do not respond.

Listening and responding to the pupil voice:-

It is important that pupils feel valued, are listened to and their views taken into account when decisions are made.

Pupils spend at least 1½ hours each week learning about the behaviours and vocabulary which promote success in learning. These are taught throughout school in a progressive programme (SEAL the social and emotional aspects of learning) and it is expected that pupils will apply their knowledge and skills to every aspect of school life.

Circle Times

Pupils have regular opportunities to discuss in small groups and/or with their class, aspects of life at school which promote (or inhibit) their learning. Negotiated solutions are found and applied.

Academic Feedback

Every teacher will ensure that all pupils have equal time to discuss and evaluate their rate of progress and attainment. See Feedback and Marking Policy.

School Council

3 times a year, pupils from Year 2 to 6, elect 2 pupils to represent their views on the School Council. Each class holds a Circle Time discussion about issues they would like to raise.
Recruitment Procedures

Pupils are regularly involved in the recruitment of staff. A group of pupils, appropriately aged (dependent on the vacancy) discuss the requirements of the post and decide the questions to ask candidates.

The pupil panel interviews the candidates and evaluates their answers. Feedback is given to the adult panel which is taken into account when offering the post.

Surveys

We regularly ask pupils for their views. Results are published to appropriate audiences including Ofsted. The Myself as a Learner survey indicates pupils’ levels of self-esteem and attitudes to learning. Results are analysed and whenever possible, appropriate support is put in place. The Arora “Myself in School” survey is used to create a Bullying and Aggression Index to compare with national norms.

School Meetings

School meetings are held to discuss and review whole school issues/procedures and to set and evaluate success against whole school challenges.

School Routines and Expectations

Consistent routines enhance a feeling of safety and security and are very important for our pupils. Consistently high expectations of behaviour are held for all pupils. It is our job to ensure that we meet their needs and therefore, enable them, to meet these expectations.

Starting the day

Pupils are welcome to come into their classrooms at 8.30 a.m. (7.45 a.m. for Breakfast Clubbers). They are expected to engage in a pre-set independent activity having put their coat, book bag and contact book in the designated areas. This gives adults an opportunity to greet each pupil as they arrive. Parents/carers are welcome to join their child in their classroom until 8.40 a.m.

Moving around school

Pupils should leave the classrooms in small groups chosen by agreed and varied criteria e.g. those with laces in their shoes. This avoids the inevitable delays and sometimes disruption associated with “lining-up.” Everyone walks quietly around school, respectful of everyone’s right to learn in an ordered, calm environment. Adults should be deployed to ensure adequate supervision at all times.

Playtime/Lunchtime

Pupils return to their classroom as individuals or small groups as the message “walk in calmly” is passed around. A bell is rung and a class sign held up to let pupils know which
group should leave the playground for lunch. Please see Appendix 3 regarding inappropriate
behavior at lunchtime.

ALL FAITHS’ CHILDREN’S COMMUNITY SCHOOL

Collective Worship and GUN LANE CHILDREN’S CENTRE

Pupils enter and leave in silence. Pupils are welcome to choose where they sit, for example
with a sibling.

At the end of the day

Pupils collect their coats and book bags in small groups. Teachers use varied criteria to
select groups. All pupils then sit on the carpet and leave individually as their Contact Book is
given to them. This gives adults the opportunity to acknowledge pupils individually. If
parents/carers cannot be seen from the classroom, TAs should accompany the first pupil
and supervise others to meet with the authorised adult collecting them. The teacher leaves
with the last child and deals with any late collection issues.

When a club is run by a teacher or TA, pupils attending should accompany the teacher/TAs to
the playground and then proceed to their after-school club.

Other routines are specified in individual policies and/or the Staff Handbook.

Learning Environment

A calm, consistent, high quality, tidy environment promotes self-esteem and positive
attitudes. Please see Learning Environment Policy.

Respecting Rights – Fulfilling Responsibilities

It is important that children choose to behave in a responsible way because it respects the
rights of others, keeps them safe etc. This should be internalized and not done for extrinsic
reward eg: stickers, certificates.

Every pupil is entitled to choose an activity for 5 minutes every morning and afternoon. This
provides a way to acknowledge and reinforce expected behaviour.

At All Faiths’ we believe that all pupils need acknowledgement. For most, positive attention
and/or affirmation that they are behaving in the expected way is sufficient. Please ensure
that you regularly notice and acknowledge positive behaviour by every pupil – no matter how
inconsequential it may seem to you.

From time to time, many pupils will challenge the boundaries of acceptable behaviour.
Some pupils will continually challenge the boundaries, usually because their need for
attention is so great, that any attention – even when it is negative, will be a source of
fulfillment.

We, therefore need, a graduated response to unacceptable behaviour, which is matched to
the pupil’s needs and which helps to reverse negativity.

Graduated Response

- tactically ignore inappropriate behaviour which is not disturbing others
describe (regularly) appropriate behaviour e.g. “I can see ____________ is ready to
learn, he is looking at me”

remind the pupils that using the “calm down” chair (or outside calm area)

use facial expression, body language and voice to exemplify approval or disapproval. Sometimes a “look” is all it takes! Please do not shout, it is not respectful and undermines our philosophy (an exception may be when safety is at risk and an immediate warning is required)

always give a verbal warning followed if necessary, by a visual warning before applying a sanction

Sanctions

These sanctions should never be used for the whole class, they are for individual pupils who have not made the right choice.

The certainty not the severity of a sanction is vital. Sanctions should be imposed as soon as possible after they are given. The pupil should sit within the classroom with a timer. They can only be successful if the pupil knows what they are missing and would rather be taking part. Therefore, ensure that pupils do not always miss playtime or activity choice time. A sanction cannot be withdrawn, even if the pupil’s behaviour improves immediately. Ensure that a verbal warning and then a visual warning is given, before imposing a sanction. Sanctions may be:

- exclusion from an activity in the “Time Out” zone within the classroom
- a minutes’ (30 seconds for younger children) withdrawal of “activity choice” time
- a minutes’ (30 seconds for younger children) withdrawal of playtime
- exclusion from an activity outside the classroom accompanied by an adult
- time out sanctions also apply outside.

Acknowledge improved behaviour and explain that the sanction applies to when the pupil did not make the right choice. Right choices in the future mean no more sanctions.

- pupils should always apologise and make some kind of recompense for inappropriate behaviour e.g: if a pupil has thrown a pencil, s/he picks it up, if someone has been unkind, a negotiated kindness must be done
- if a pupils’ inappropriate behaviour is continuous, investigate why. There is always a reason(s). Some, we may be able to help with:-
  - seek advice from the pupil, Leadership Team, SenCo, siblings, teachers, home, In-School Review, HSSW or outside agency
  - explain to the pupil that you understand that they are upset by a particular circumstance. However, the reason is not an excuse for inappropriate behaviour. It is the pupil’s resilience to outside pressures that must be enhanced and not acceptance of the behaviour.
always start with a “clean slate” once recompense has been made and/or a sanction given. Re-assure the pupil that this is the case through facial expression, body language and verbal affirmation.

**Extreme Behaviour**

The exceptions to the graduated response are:-

- extreme behaviour which immediately threatens health and safety
- continuous disruption of own or others’ education or well being.

In these circumstances, a Red Alert Card should be sent to a member of the Leadership Team. It is the teacher’s or LTPL’s responsibility to make this judgement. A member of the Leadership Team will then take the responsibility for dealing with the behavior, with a view to returning the pupil to the classroom or playground as soon as possible.

- **Physical intervention/positive handling:** staff may only use physical intervention as a last resort. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures – See Positive Handling and the Use of Reasonable Force Policy – Addendum 1 and Anti-Bullying Policy – Addendum 2.

**Behaviour Improvement Plans – Appendix 4**

- if a pupil is unable to respond positively through the application of this policy, a specific plan must be drawn up with rewards and sanctions specifically designed to meet the needs of the pupil. Every pupil has a key – it is our responsibility to find it! Plans must be negotiated with all interested parties and approved by the Leadership Team. A record of the pupil’s progress towards meeting his/her targets must be diligently kept. The plan must be reviewed at least monthly. If small step targets are not achieved within a week, the plan must be reviewed.

- extrinsic rewards may be necessary if the pupil’s emotional literacy is not sufficient to understand the concepts of “rights” and “responsibilities”. Extrinsic rewards, if essential, should be short-term and changed often, with the intention that the pupil learns to behave in the right way because it is the right thing to do.

- if the plan is to include an Integration Programme (to gradually build a pupil’s successful time in school) advice must be sought from LT and/or outside agencies e.g: the Local Authority.

- consideration must be given to the necessity of a Statement of Special Educational Needs.

**Exclusions – Appendix 5**

Extreme or continually inappropriate behaviour may result in exclusion from school or internal exclusion within school. At All Faiths’, we follow Medway LA’s Exclusion guidance which includes consultation with outside agencies and Medway’s Inclusion Officer. An
exclusion can only be sanctioned by the Headteacher, or Deputy Headteacher, in his/her absence.

Exclusion can only be justified when:

- the pupil's learning has been appropriately differentiated
- this policy has been followed
- at least one Behaviour Improvement Plan has failed
- advice about helping the pupil to succeed has been sought.

In extreme cases or particular circumstances, an exclusion can be made at the Headteacher’s discretion.

**Back to School – Successful Re-integration**

- a Behaviour Improvement Plan must be in place – this may include a gradual re-integration to school – we follow Medway’s specific guidance about part-time access to school
- an interview with the parent/carer and pupil must be conducted during which the school’s expectations of behaviour are clearly explained to the pupil
- if a pattern of exclusions and Behaviour Improvement Plans are ineffective, a Pastoral Support Programme should be agreed with Medway’s Inclusion Officer and outside agency support sought eg: through the CAF process.

**Parent/Carer Contracts – Appendix 6**

**Incident and Referral Forms**

School Referral Form to request support for Behaviour Management and/or enhancing self-esteem. (These forms can be used to request support for an adult, pupil, class or group support) – Appendix 7.

**Record of Incident Appendix 8**

Any incident which risks the health, safety or well-being of any member of the School Community must be recorded and given to the Headteacher. These incidents will be recorded in a bound book.

**Equality Incidents** – please see Single Equality Plan

All incidents which may jeopardise the school's Equality Statement must be reported to the headteacher in writing. Such incidents include behavior which is discriminatory on the grounds of race, nationality, religion, disability or gender. These incidents will be recorded in a bound book.

**The Physical Environment** - please see Learning Environment Policy

**THE IMPACT OF THIS POLICY**
Select one or more of the following statements and expand and explain as appropriate.

A. A positive impact is explicitly intended and very likely