

Peasedown St. John Primary School Behaviour Policy

Rationale & Aims

This positive behaviour policy sets out our expectations for our whole school community, which includes children, parents/carers and staff. At Peasedown St. John Primary School (PSJ), we have high expectations of behaviour for all to promote effective learning and foster positive self-expectations, mutual respect and understanding of others in preparation for life in a modern society. We believe that a positive and nurturing environment is essential for fostering healthy social and emotional development. Our rationale is rooted in the Thrive approach, underpinned by the principles of nurture and research into relational practice, all of which emphasise the importance of building strong, respectful relationships among all members of our school community.

We are a non-denominational school and have selected our core or 'CARE' values based upon our shared vision for our school community: ***achieving excellence for ourselves and others***. Our approach to behaviour fundamentally aligns with our core values:

Curiosity



Through our curriculum and enrichment opportunities, we aim to create a culture of inquiry where children feel safe and supported to explore, ask questions, and express their thoughts. By demonstrating and fostering curiosity, we promote a learning environment where positive behaviours are celebrated and mistakes are viewed as opportunities for growth.

Aspiration



Our thoughtful and inspiring curriculum motivates children to set high standards for themselves and to strive for excellence in their learning and social interactions. Our strong community links, within school and to the wider world, foster a sense of 'doing the right thing' and encourage children to engage in positive social actions. Our commitment to understanding learning developmentally means that we aim to support children to make progress towards being their best selves, with an understanding of every child as an individual with a unique starting point.

Resilience



We recognise that challenges are a part of the learning process and that a key part of our role is teaching and supporting the development of positive behaviour. Our relational approach, permeated by the principles of nurture, reflection and repair, enables children to develop resilience by supporting them to learn how to cope with setbacks, to 'put things right' where relationships with peers and others have been ruptured and to support one another in overcoming difficulties. A child's journey through primary school involves points of transition and growth; we aim to support children to navigate these changes with confidence and recognise their own self-development.

Empathy



Central to our relational practice is the cultivation of empathy. We teach children to understand and respect the feelings of others and appreciate each other's differences, fostering an atmosphere of kindness and support. We aim to understand the underlying motivation beneath children's behaviour and support children to express themselves in effective and positive ways, creating a community where everyone feels safe, valued and understood.

As well as permeating through our rationale behind our relational approach to behaviour and shaping our approach as a staff team, our CARE values form the basis for communicating our high expectations for children. We hope that by living out our CARE values every day, children will leave PSJ equipped with the academic, social and emotional skills needed to contribute positively to their community and pursue their interests with confidence.

Roles & Responsibilities

The behaviour of children is the shared responsibility of the children themselves, parents/carers and staff. Parents/carers will be made aware of the schools' expectations. All stakeholders have a key role in developing positive relationships in our school community:

The role of the child	The role of parents/carers	The role of school staff	The role of the Headteacher	The role of the governors
The child's role is to engage in learning about emotions and feelings through the PSHE and SMSC curriculum, Thrive and Zones of Regulation; to understand and try their best to follow school rules and demonstrate our CARE values; to learn how to recognise when things have gone wrong and to know why it is important to put them right; to develop the ability to regulate, reflect and restore when relationships break down and to work with adults and other children to solve problems and make things right.	The parent/carer will support excellent behaviour by acting as a positive role model for their children; promoting and upholding the Behaviour Policy and CARE values; respecting and supporting the disciplinary authority and professionalism of staff; ensuring school staff are informed of any personal circumstances which may impact their child's learning and behaviour at school; attending meetings to discuss their child's behaviour and learning and preserving children's dignity by refraining from commenting on other children's behaviour in and out of school on social media. <i>PSJ has a zero-tolerance policy to threatening or aggressive behaviour.</i>	All staff in school are responsible for making high expectations clear and appropriately supporting children to understand them; modelling positive behaviour at all times; showing respect to pupils by listening to their needs and preserving their dignity; being consistent, fair and proportionate when using sanctions; appropriately supporting and challenging pupils in their learning to ensure they are working at an appropriate level; recognising and praising good behaviour and achievements and involving parents as soon as there are any concerns regarding a child's behaviour.	The Headteacher is responsible for implementing the Behaviour Policy consistently throughout the school; reporting to governors on its effectiveness; ensuring the health, safety and welfare of the children in the school; supporting the staff by setting the standards of behaviour and in supporting the implementation of the policy and holding responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. <i>In the absence of the Headteacher, the Deputy Headteacher will take responsibility. Phase leaders hold additional responsibility for behaviour across the phase.</i>	The governing body has the responsibility of giving general guidelines on standards of discipline and behaviour. The governors support the Headteacher in adhering to the guidelines and may give advice about particular disciplinary issues which must be taken into account when making decisions on matters of behaviour and exclusions.

Promoting Positive Behaviour

A positive classroom begins with staff and parents. We believe that a positive attitude toward school, an appropriately structured curriculum, well-managed classroom and consistent routines contribute to positive behaviour. As with academic learning, positive behaviour must be modelled, explored, taught and practised so that excellence can be achieved. We take a thoughtful and proactive approach to behaviour, ensuring that expectations are clearly communicated and opportunities for children to put the CARE values into action are carefully planned.

The Class Charter: At the beginning of the new school year, the class and class teacher work together to agree a class charter, based on our CARE values in action in the classroom and wider school environment. It may be reviewed and updated as the school year progresses to reflect the growth and development of the class. The charter is at the heart of creating responsible citizens by laying the foundation for desired behaviour. It is referred to frequently. At PSJ, we aim to help children to develop important skills in regulation, reflection and restoration; clearly displaying and discussing our class agreement, which is rooted in the 'class team' relationship and created through pupil voice, helps to scaffold conversations to bring behaviour back on track. Charters will be shared with parents so that expectations can be understood and supported at home.

Peasedown St John Primary School Lilac Class Charter 2024 – 2025			
 Curious learners.	 Aspirant learners.	 Resilient learners.	 Empathetic learners.
Try new activities, try new foods, find out what others are doing, seek knowledge and information and observe their surroundings.	Set a goal with spirit and reach high, think outside the box, go beyond expectations and do their best in every subject.	Be able to bounce back after a difficult situation, keep on trying in their learning when things are tough, ask for help when they need it and never give up and overcome their fears.	Have their minds to someone else's situation, help someone if they are injured, treat others as they would like to be treated, caring and kindness without cost, use manners to create smiles and put themselves into someone else's shoes.
To show curiosity, we will...			
...never shy away from new experiences. We will aim to grow our knowledge by looking at the world around us and asking important questions.			
To show aspiration, we will...			
...set goals for ourselves and work hard, not just to meet them, but to exceed them.			
To show resilience, we will...			
...remind ourselves that mistakes are part of our learning journey. We will bounce back from them and never give up.			
To show empathy, we will...			
put ourselves in others' shoes and treating people as we would wish to be treated. We will use manners, help someone if they are hurt and remember that if someone is talking, we listen.			

Positive Recognition: Research shows that when we have high natural intrinsic motivation towards a task or behaviour, this is much more encouraging than the promise of an extrinsic reward. However, we recognise that each child is unique and deserves their efforts to be celebrated in a way that makes them feel recognised and appreciated. When delivering praise or giving a reward, the desired behaviour is highlighted in connection to our CARE values and the natural positive outcome of the behaviour for the child. For example, 'Isabel, what a thoughtful question about the Romans! I'm impressed by your curiosity. By asking inquisitive questions, we can expand our knowledge even further.'

As far as possible, rewards are recognition- or esteem-centred, and small or negligible in physical value, to support the positive feedback loop of intrinsic motivation and further strengthen positive relationships within the classroom. We use a range of rewards, which allow children's behaviours to be celebrated at individual and collective levels:

- Non-verbal praise such as a thumbs up or smile;
- Verbal, named praise;
- 'Moving up' on the chart;
- Marbles in the jar for whole-class behaviours;
- CARE points;
- Stickers;
- Nominations/recognition from classmates;
- Visiting another teacher, phase leader or member of the SLT;
- Displaying work;
- Contacting parent/carers;
- Weekly achiever certificate
- Annual CARE awards



The visual behaviour chart in every classroom is a dynamic tool designed to encourage and celebrate positive learning behaviour. Each day, children's names are moved up the chart from green to dark blue as they demonstrate behaviour based upon curiosity, aspiration, resilience, and empathy. At lunchtime and the end of the day, the chart is reset, providing a fresh start and new opportunities for every child to shine and be recognised for their efforts in demonstrating our CARE values.

CARE Captains: The 'CARE Captains' are our team of Year 6 house leaders. At the beginning of Year 6, children can apply for the role, which involves serving as a role model to younger children, demonstrating and identifying our CARE values around the school and leading events and initiatives.

Class Captains: Additionally, a Year 6 child can take on the role of a 'Class Captain', working with a class of younger children weekly to role model our CARE values, support them to demonstrate excellent behaviour and provide an approachable and supportive presence on the playground and around school. Both the roles of CARE Captain and Class Captain are prestigious responsibilities, requiring a visible commitment to living our CARE values and being able to support younger children to do the same.

CARE Weeks: Through the school year, children will take part in several CARE Weeks. During CARE Week, we engage in thoughtfully selected activities that encourage children to practice and embody the values of curiosity, aspiration, resilience, and empathy, helping them to understand their significance in learning and everyday life.



Learning How to Work With Our Emotions

In our commitment to fostering a supportive and nurturing environment, our approach draws upon several specific support strategies that emphasise the vital role that language plays in communication. We understand that all behaviour is a form of communication and recognise our responsibility in supporting children to develop essential skills in expressing their needs and navigating their emotions in appropriate and safe ways. These strategies provide a framework for discussing emotions and behaviour and ensure consistency of language.

The Zones of Regulation (ZoR):

The Zones of Regulation (ZoR) is used by staff and children across the school to develop awareness of feelings, energy and alertness levels while using a variety of tools and strategies for regulation, developing social skills, self-care and wellbeing. The ZoR organises our feelings, states of alertness, and energy levels into four colored zones. The simple, common language and visual structure of the ZoR helps make the complex skill of regulation more concrete for children. Once we understand our feelings and zones, we can

learn to use tools/strategies to manage our different zones in order to meet goals like completing work or other tasks, managing big feelings, and having healthy relationships with other children and staff. We learn to regulate our zones to meet our goals and task demands, as well as support our overall wellbeing.



Vital Relational Functions (VRFs):

Vital Relational Functions (VRFs) are the core tools used in the Thrive approach to support a child's emotional and social development. VRFs help adults understand and respond to a child's emotional state during a crisis, fostering a sense of security and regulation. When managing emotional dysregulation, staff will use the VRFs to support and guide children to a state of regulation. Following this, a reflective conversation can then take place.

The Vital Relational Functions (VRFs)			
Attune Know the child and be alert to how they are feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, voice tone and noises. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.	Validate Validate the child's perspective, experience or feeling and reassure them that it is OK to feel things. Avoid persuading otherwise or contradicting. Feelings are real and are our brain's reaction to the situation. This is the beginning of being able to think about feelings. The feeling must be validated before it can be regulated.	Contain Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.	Regulate Demonstrate emotional regulation by soothing and calming their distress. 'Catch' the emotion, 'match' it and help the child to regulate the feeling up or down. They need to experience co-regulation before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.

Problem Solving (W.I.N):

In order to understand and validate the child's perspective, exploring incidents by using the language:

'I wonder...'

'I imagine...'

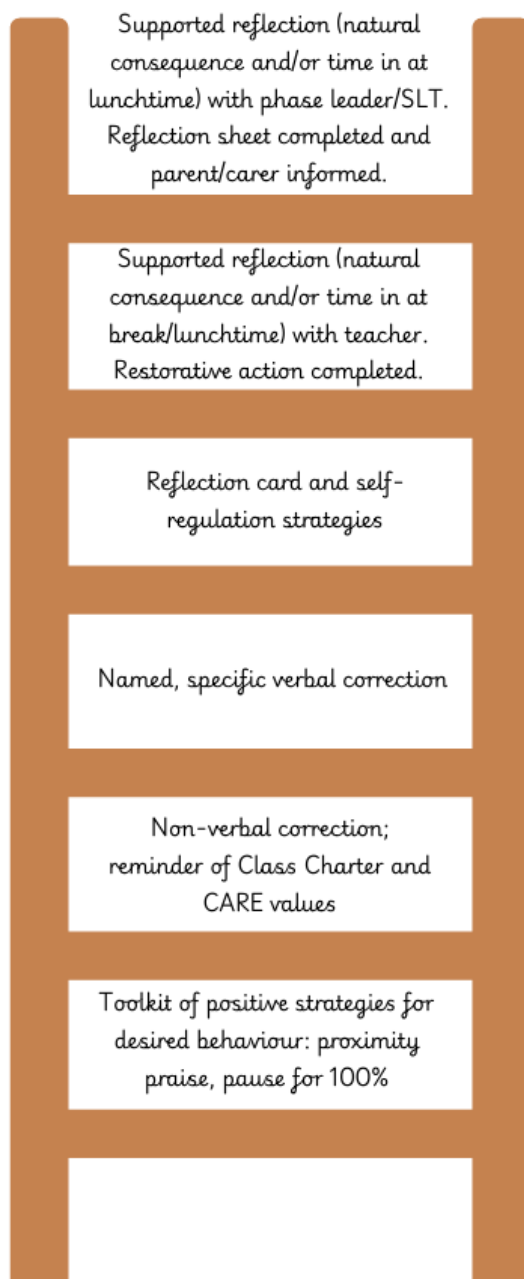
'I noticed...'

...can help to establish events and allow children to make a connection between their feelings and behaviour. Using the language of W.I.N avoids placing pressure on a child who is dysregulated or not yet ready to share their experiences. This enables the child to problem-solve through the lending of the 'thinking brain': where the child's judgment of events is ruled by their 'emotional brain' immediately following an incident and dysregulation, support through the language of W.I.N enables the child to process the circumstances, in effect by 'borrowing' the regulated brain of the supporting adult.

Natural & Logical Consequences

The use of the ZoR, VRFs and a relational approach does not equate to shying away from addressing inappropriate, unkind or unsafe behaviour. Our approach is rooted in commitments to building and maintaining emotionally-healthy relationships and holding expectations of excellence for ourselves. The success of both of these involve reflecting on our choices when things have gone wrong and taking actions to repair the situation or relationship.

Our ladder stages detail the system of consequences and sanctions used at PSJ. Where possible, we use natural and logical consequences as an opportunity to allow children to experience the results of their choices in a safe and supportive environment. For example, the logical consequence for misusing resources might be the child cleaning up during a breaktime. Reflective conversations enable the child to see the impact of their behaviour and identify an appropriate natural or logical consequence with support.

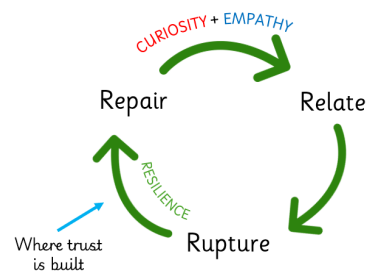


Reflective Conversations & Restorative Action:

Restorative action refers to measures taken in response to wrongdoing or harm, focusing on repairing relationships and addressing the consequences of the action. It is a type of logical consequence. It involves a process that encourages children to reflect on their actions through a supported conversation, take responsibility and make amends to those they have harmed.

An example of questions asked during a reflective conversation, leading to restorative action:

1. **What happened?**
2. **What were you feeling/thinking at the time?**
3. **Why were your actions unacceptable? Who was affected and how could they have felt at the time?**
4. **What could you have done differently?**
5. **What needs to happen now to make things right?**



Reflection Card:





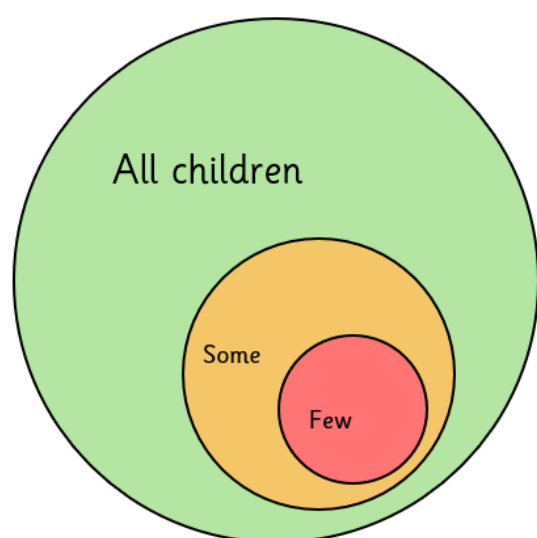

Think – How are your behaviours affecting others? How are they affecting your learning?

Act – What positive steps do you need to take now?

Our Relational Approach in Action

Children come to school as individuals, and as such will have unique home values, life experience and attitudes. At PSJ, we aim to develop a community of respect and empathy that is underpinned by our CARE values and British values. Relationships are paramount to this: thorough planning for the needs of individual pupils, understanding individual differences in development and the active involvement of pupils in their own learning all help to promote and reinforce good behaviour.

At PSJ, we actively seek to include all pupils and to remove barriers to learning. Within our policy, children are treated equitably according to their needs and starting points, which may not mean that they are given the same provision as another child. Our whole-school Thrive approach, adoption of the ZoR and commitment to relational practice is thoughtfully implemented with the aim of being a 'catch-all' approach; similarly to the principles of making reasonable adjustments for children with SEND, if a strategy is effective at meeting a child's needs, it is likely beneficial for others. It is therefore expected that the majority of children will be supported to demonstrate excellent behaviour through our whole-school strategies and systems. However, we recognise that some children need more support to regulate and develop strategies to manage their behaviour in order to be more able to participate in the curriculum provision. We adopt a graduated approach, involving communication between staff at all levels, parents and external agencies to review the effectiveness of support at each stage.



Whole-school approach Strong relationships Curriculum and CARE values Charters Routines Rewards and consequences
Thrive nurture support Behaviour and wellbeing monitored Parent/carer meeting PFSA involvement
Individualised support Thrive support Five-point scale (behaviour plan) Frequent contact with parent/carers Signposting to/involvement with other agencies

Every effort is made to enable children with challenging behaviour to be included too and access their learning. However, we recognise that disruptive behaviour affects the learning of all children. Whilst this policy has a focus on supporting and developing positive behaviours and relationships, some behaviours will be so significant and in some cases sustained that a child will require a clear support plan to be put in place which involves the child themselves, parents, school staff and, in some cases, external agencies. Even with this support, there may be some occasions where behaviour leads to reporting to external agencies and in some cases, suspension or exclusion. This policy is supported by the [MNSP Trust Suspension & Exclusion Policy](#) which identifies specific behaviours that are deemed unacceptable within our school community and appropriate consequences and/or individualised behaviour plans.

Race Charter: [MNSP Trust Race Equality Charter](#)

At PSJ, every member of the school community has a right to feel valued and respected. All staff and pupils have the right to fulfil their potential and develop their talents in a safe and secure environment where effective teaching and learning can take place.

Anti-Bullying Policy: [MNSP Trust Anti-Bullying Policy](#)

Bullying will not be tolerated at PSJ. Any confirmed cases will be shared with Governors and Trustees and may result in exclusion. All incidents of bullying or suspected bullying will be recorded on Arbor and discussed with parents. It is important that children understand what the problem behaviour of bullying is and know that bullying is taken very seriously.

The definition of bullying is 'an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.' It is not single episodes of social rejection or dislike, single episodes of nastiness or spiteful behaviour, random acts of aggression or intimidation, mutual arguments, disagreements or fights. We recognise that these actions can cause great distress. However, they do not fit the definition of bullying unless someone is deliberately and repeatedly doing them. Such episodes would be resolved using a restorative justice approach, which is proven to reduce the number of suspensions and exclusions in schools.

Adults will:

- Ensure difference is actively and visibly celebrated and welcome across the school and in classes.
- Ensure all forms of discriminatory language are challenged and taken seriously with pupils and parents/carers' concerns around bullying are acknowledged, believed and taken seriously.
- Keep all the involved children separate when investigating any incidents that may involve bullying.
- Get the story from several sources, both adults and pupils, listening without blame.
- Seek information regarding prior issues between all parties involved and record new issues after investigation.

Parents will:

- Respect and support the school's procedures for investigating and resolving issues by avoiding approaching other parents or children to further the matter outside of school.
- Refrain from commenting on alleged or proven bullying on social media platforms.

If a situation has been defined as bullying, PSJ recognises the need to support both parties. For the child who has been bullied, we ensure they know that we are taking the incident seriously, that it is not their fault and that they do not have to accept it. We talk to them about how they feel and how they think it could be resolved. We also explain the next steps to the child. If needed, the child will access support in the Rainbow Room or with a trusted adult for as long as needed. Staff will check in regularly with bullied pupils and ensure they have a discrete method for reporting incidents if required. Occasionally, it may be necessary to access outside agency support such as Off The Record (OTR), Mental Health Support Team (MHST), or CAMHS.

Young people who bully must learn that their behaviour is wrong and harms others. For the child who has bullied others, we employ restorative practices to ensure they can see the impact of their behaviour and how it can be changed. Consequences that involve learning or building empathy can help prevent future bullying. This may be done through Thrive sessions, reflection time or small group social skills support. The use of social stories and books may also be utilised. We may record the behaviour on MyConcern to build an accurate picture over time.