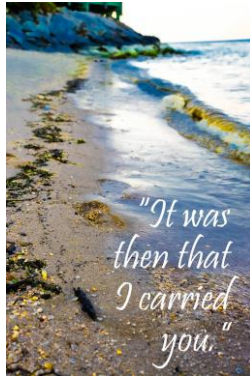


FINCHAMPSTEAD CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

This is the Day that the Lord has made. We shall rejoice and be glad in it



Introduction

Our Vision at Finchampstead Church of England (Aided) Primary School is for everyone to feel cared for unconditionally and valued as a unique creation in all we do. We believe that every person is equally important and want everyone to approach each day with gratitude and high aspirations, both now and in the future. This policy outlines our approach to behaviour management that prioritises valued behaviour from everyone involved and encourages support, reflection and progression.

Valued behaviour is behaviour that is held in high regard by an individual, a community and the environment. It promotes helpful feelings for all involved. We encourage valued behaviour through clear expectations, mutual respect and our school values: thankfulness, hope, friendship, forgiveness, honesty and compassion. Every person in our school should feel safe, valued and cared for.

Staff and pupils work together to understand what valued behaviour looks like and the overall behaviour priority is to build self-regulation, shared values and beliefs. All staff working with our children receive training in behaviour support. This training is called "Therapeutic Thinking" and is adapted from the original work by Angela Wadham. It is supported by Wokingham Borough Council. Our approach has an emphasis on the teaching of internal discipline rather than imposing external discipline, and on care and support not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when detrimental behaviour does occur, it adopts techniques to reduce the risk of harm. An important aim of Therapeutic Thinking is to provide opportunities to support, reflect, debrief and forgive for both children and staff after an incident of detrimental behaviour.

Aims

We believe that valued behaviour and a positive sense of self are necessary pre-requisites to effective teaching and learning and we aim for everyone:

- To be welcoming and inclusive.
- To uphold our school values.
- To encourage independence and personal confidence.
- To create a supportive, clear and consistent behaviour approach throughout school.
- To maintain, encourage and promote valued behaviour, self-discipline and respect.
- To support the development of positive experiences, helpful feelings and greater emotional agency by distinguishing between a pupil and that pupil's behaviour.
- To be willing to tell a member of staff about physical or verbal bullying.
- To be proud of our school in work and in effort as well as in achievement.
- To promote open, helpful and valued relationships with the wider school community.

Class Contract

At the start of each academic year, each class works together to draw up an inclusive Class Contract based on our vision, values and valued behaviours. Specific learning is planned around ensuring a shared understanding of the expected valued behaviours for each class. Our Class Contracts then guide our behaviour and our reflections in all our daily interactions. It may be reviewed and amended as the year progresses to ensure it is helpful and relevant for all.

Positive Reinforcement of Valued Behaviour

Everyone who comes into school has responsibility for promoting valued behaviour by:

- Teaching valued behaviour, our school values and respect for others.
- Encouraging self-regulation, shared values and helpful feelings.
- Recognising and praising valued behaviour. Using positive phrasing and reminding people of expectations.
- Providing children with positive experiences that will create helpful feelings and therefore valued behaviour.
- Using consistent, clear and agreed boundaries.
- Encouraging everyone to adopt a 'Growth Mind-set' approach, where we all learn to value our mistakes and move forward from them.
- Promoting and celebrating valued learning behaviours within classes and at a whole school level.
- Enabling progress towards more valued behaviour for those showing detrimental behaviour.

The Curriculum and Learning

We recognise the need to teach valued behaviour as we teach other areas of the curriculum through clear expectations, strong modelling of, and praise for, good practice. Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for people to make it unsafe or unfair. They have a responsibility to ensure the best possible opportunity for learning for themselves and for others. Children are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons. We encourage a calm, engaging and well-ordered learning environment with opportunity to grow within a positive structure. All children should be treated sensitively; criticism should never damage self-esteem, focussing on the behaviour displayed rather than the child as an individual.

Some children, including those with SEN who have specific needs that impact on their behaviour, may require individual strategies to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the support of outside agencies.

Praise, Reward and Celebration

We promote positive valued behaviour for all through positive reinforcement. Praise and affirmation is built into each lesson on a 'little and often' basis to help children develop the understanding that their behaviour can be rewarding in itself and can also bring about positive experiences and helpful feelings in others. This can be encouraged by

- Specific praise from adults and peers: verbal or written, public or private depending on the needs of the child / class.
- Showing good work to other classes, teachers or Head Teacher.
- Achievements being displayed around the school and on the school website.

- Celebration assemblies where the whole school community celebrate each class's achievement.
- Class rewards where children work together to earn a reward at the end of each half term.
- Awarding STEP and HOC badges to children who consistently and continuously demonstrate strong valued behaviours in school and in the wider school community (STEP: Sorry, thank you, excuse me and please & HOC Heart of the community)
- Head Teacher Awards for children who demonstrate great progress or achievement in learning or behaviour.

Self-Regulation and Support

When a child exhibits detrimental behaviour and is finding self-regulation difficult, they will be supported in an age appropriate way through consequences aimed at developing more valued behaviour. These may be 'protective consequences' (to remove the likelihood of harm to self or others where the detrimental behaviour is dangerous) and/or 'educational consequences' (to learn from the situation and reduce the likelihood of it happening again in the future).

DETRIMENTAL BEHAVIOUR When a child is not demonstrating valued behaviour, this is known as detrimental behaviour as this behaviour can hinder or hurt an individual, the community or the environment/resources. Detrimental behaviour can be difficult or it can be dangerous.

When a pupil exhibit's difficult detrimental behaviour staff will:

1. Praise the valued behaviour from other learners. Direct their attention and praise to those who are demonstrating the desired valued behaviour.
2. Review what is causing the child to behave in this way, put educational consequences or other actions in place and differentiate to reduce this pupil's detrimental behaviour. The differentiation may be with additional support, a different space or a different task.
3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer to the child to re-gain their attention)
4. Give a positive reminder of the class contract which should be adhered to.
5. Give a verbal warning that includes a reminder of expectations and consequences.
9. If the detrimental behaviour continues, the child will be supported by the teacher to discuss the cause of the behaviour and / or complete an educational consequence for the behaviour shown. If the detrimental behaviour continues then the child will be supported by a different member of staff and/or the SLT.
10. If behaviour persists over time, parents will be contacted and informed.

Educational consequences may include movement or sensory breaks, calming activities such as colouring or music, completing work at a different time, working with a trusted peer or adult or moving to a safe space.

Dangerous Detrimental Behaviour:

Some behaviour can be more dangerous and a protective consequence may be needed. Staff's responses to these behaviours will aim to mitigate the risk to all involved and / or the environment and property. They will seek to de-escalate the detrimental behaviour through one of or a combination of the following as appropriate:

- Positive clear phrasing e.g "Stand next to me" "Put the toy on the table" "Walk beside me"
- Offering limited choice e.g "Put the pen on the table or in the box" "When we are inside, you can choose lego or drawing" "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g " You can listen from there" "Come and find me when you come back" "Climb down safely in your own time"

- Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and....."

Protective consequences may include working outside the classroom, in another classroom or safe space such as the Head Teacher's office, missing break times or restricting play to a more closely monitored section of the playground. They are usually accompanied by an educational consequence and restorative action once the risk has passed.

Working in Partnership

Positive partnership between home and school is imperative within our whole school community. The **Home School Agreement** details the expectations for the child, parents and staff.

If we have concerns or think there may be circumstances causing detrimental behaviour, we will talk to parents to keep them updated and seek their viewpoint and information. If the instances continue or escalate in severity, we will ask the child's parents to make an appointment to see the Class teacher to ensure we are aware of anything that may be affecting the child's behaviour. Our expectation is that this will be a rare occurrence, arranged in the context of serving the best interest of the child and his or her peers.

If parents have concerns about events outside of school that may affect a child's behaviour, we encourage an open and supportive dialogue at the earliest opportunity.

Add some more about progressive action and individual behaviour plans etc

Exclusion

In circumstances where a child's behaviour has been so far from the school's expectation of safe, acceptable behaviour that their removal from school is the only option, then the Head Teacher has the authority to exclude them. This can be delegated to another member of staff in the Head Teachers absence. Exclusion may be for a fixed period or permanent. All exclusions are managed in line with the current government and Local Authority statutory guidance.

POSITIVE BEHAVIOUR POLICY 2025