

Positive Learning Behaviours and Wellbeing Policy 2025

Policy to be reviewed in January 2026

Our School Vision and Values

Kindness
Wisdom
Endeavour



In our small church school, each person is **known** and **valued**. Together, we offer **challenge** and **support** so that **every person can thrive**.

Through our **inspiring**, **inclusive** and **aspirational** curriculum, every child is supported to **flourish academically and spiritually**.

We recognise and seek to understand the uniqueness of each person. We encourage everyone to develop **resilience** and **independence** so that we can **live well together**.

Knowing we are part of something bigger, shaping our futures together.

Our Code of Conduct

We listen.

We are honest.

We try our best.

We care for our environment.

We keep ourselves and each other safe.

We respect each other and celebrate our differences.

How our school teaches expected behaviour

Each child is taught expected behaviours through whole-school assemblies, PSHE lessons and our Learning for Life curriculum. This covers the many simple social skills that we as adults can take for granted, e.g. using a knife and fork; introducing yourself; being polite; listening; disagreeing constructively; being assertive; managing and regulating our emotions. The curriculum is sequenced so that knowledge is built over time and is recapped each year.

The school has strong systems and routines that teachers and staff practise with the children. All of the above behaviour expectations are taught at the beginning of the year and repeated throughout the year to the children, reinforced through positive praise.

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Positive Praise and Rewards

Children respond positively to praise and we do the following:

- non-verbal (e.g. smiles, thumbs up) and verbal praise (e.g. well done for walking so safely) constructive feedback on work, stamps, stickers (inline with the marking and feedback policy)
- Celebration Assembly is held every week. Children are celebrated for reading, writing and maths. They will receive a sticker and their photo on our Celebration Board.
- Values Awards are given for being a good role model; showing kindness, endeavour or wisdom. They will receive a sticker and their photo on our Celebration Board.
- Give opportunities for children to be a member of a council (Nature, Behaviour and Wellbeing and Collective Worship)– this is chosen by pupils for children to be a positive role model.
- Postcards – staff send home postcards for great work or children showing the school values
- Arbor App – Staff can send instant messages to parents using the Arbor app

Adult dos and don'ts for promoting positive behaviour for learning and play

To maintain positive behaviour, adults will:

- build relationships with children so that open conversations can then happen;
 - take time to get to know each child to understand their needs and point of view;
 - develop a calm, predictable learning environment that fosters consistency and a sense of safety in the children;
 - display and discuss the school Code of Conduct in the classroom - this will be revisited at the beginning of each term;
 - adults will use shared language, such as hand raise stop signal to gain attention throughout the school;
 - start lessons promptly and punctually – empty time leads to misbehaviour;
 - have a clear seating plan– make it clear that lessons are about learning not socialising;

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- articulate clear expectation of lining up to leave and enter the room. Adults will supervise the cloakroom area and limit the number of children in there at a time;
- use children's names and speak to them with respect;
- focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour;
- meet the children at the door at the end of playtime;
- follow the school curriculum and agreed timetable.

When communicating, adults will:

- use a polite, calm tone of voice at all times. A harsh tone is counter-productive, producing a negative response in the child. We will focus on the behaviour, not the child;
- use 'we' when talking about expectations: *'At Scamblesby, we do not throw pencils'* - use 'if' and 'then' to clarify actions and consequences, e.g.: *'If you choose to throw a pencil, you will receive a consequence.'*;
- follow through on 'if' and 'then' statements made but never make threats which do not follow the school system, including giving class or group sanctions where an individual or individuals are at fault.
- Use the agreed scripts when addressing pupils.

When responding to negative behaviour we should:

- not shout- nothing is gained by being verbally aggressive or modelling a lack of control;
- be calm and unemotional (i.e. avoid overly emotional words to describe behaviour – it is never 'disgusting' or 'terrible');
- Avoid getting in the child's personal space or getting into an argument. We will give children space to calm down and talk to them after;
- limit attention on the child by giving feedback in private where possible (i.e. not in full view of the class or other adults). Take time to explain the decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence). For example, we describe the behaviour and its impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at Scamblesby.."
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model that mistakes are normal and that we take responsibility for our actions.

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Managing behaviour in the classroom using a stepped system of behaviour management

We want our children to be reflective and understanding of their behaviour choices. Our steps allow children the chance to think about their behaviour and rectify it with minimal disruptions to learning time. ***We want to cultivate the wisdom of reflecting on their choices in our children.***

In our school, adults will use the following warning system:

Step One – verbal warning and reminder of the expected behaviour. eg: *“That’s a step one for calling out. Remember that if we want our voice heard we....”* Children will understand that a Step One is a warning but that being in receipt of a Step One is not an overall negative. It is a reminder of our shared expectations.

Step Two – Reflection time in class. Children who have had a Step One and continue to make poor behaviour choices will have a short period (no longer than five minutes) in an agreed, consistent area in the classroom to reflect on their choices before being welcomed back into the class learning. *“You have chosen to call out again while I’m talking. This is now a Step Two so you need to go to the reflection table for 5 minutes and think about your choices this morning.”*

Completing this time in the classroom means they are still able to access the learning as they will be able to hear the teacher’s input.

Step Three- Reflection and work in another class- If the behaviour continues and is disrupting the learning of others, the child will be sent to work or reflect in another class for a set period of time, no longer than 15 minutes.

“You have been rude towards your classmate and that is not acceptable behaviour at our school. This is now a Step Three so you need to go to Badger Class with your maths learning.” When the child returns to class, a short restorative conversation is held before they rejoin the class.

Step Four - If the child continues to make poor behaviour choices, message will be sent and the Headteacher or Senior Teacher will assist. The child will spend the rest of the session out of class. At this point, parents will be informed.

Following a **step 2, 3 or 4**, an adult may have a brief, restorative conversation with the child to discuss the behaviour and next steps. *‘I am glad you are back in your seat and ready to learn. Just remember that if we shout out over your friends it can stop them from learning.’*

Steps reset at the start of each session. Sessions one lasts until breaktime, session two lasts until lunchtime and session three is in the afternoon (is the afternoon too long? Do we want to separate that into two sessions, particularly lower down in school).

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Adults will record behaviour that reaches Step Three and above on Arbor

Playtime and Lunchtime Behaviour

To promote positive behaviour at breaktimes, adults will:

- Interact with children through leading games, modelling correct use of play equipment and having conversations;
- Stay in the area they are supervising
- Walk around the area, monitor closely and be ready to intervene when children need support;
- **Used shared language to gain the attention of children (e.g. raised hand), ensure children are ~~still~~ listening, then allow the children to walk to their classrooms a class at a time once the teacher is present.**
- Communicate with the headteacher / senior teacher using a walkie talkie when needed.

If the behaviour is of a low level, then the **step** system will be used in the same way as the classroom. However, instead of being sent to another classroom, the child may be given a time-out in a specific area of the playground or to stand by an adult.

Extreme behaviour can bypass the step system. For example, if a child physically assaults another child or is destructive of property, it is appropriate for the headteacher / senior teacher to become involved straight away.

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Shared Language

Staff at Scamblesby school have developed a list of shared language when talking to children about behaviour in our school. They are:

'Raised hand for attention (non-verbal)

'Stop and look at me'

'1,2,3 eyes on me'

'Choices' For example, we will tell children they have made the wrong choice, the right choice etc. This separates the child from the behaviour and reinforces the fact that they are not 'being bad' and by extension are a bad person, just that they've made a bad choice and that's redeemable.

'Choices have consequences' - this is as much a positive phrase as it is negative. We can talk to children about how making good choices as learners, friends etc can have wonderful consequences just as much as when we are talking about behaviour that needs adjusting. When they are choosing positive behaviour or negative behaviour, there are consequences.

'Let me help you'

Consequences for Lost Time

On occasions where children are choosing not to take part in learning, we may take the decision to make the child make up the lost learning time during break or lunchtime. This will be a joint decision with the adult who has been in charge of the child's learning and the member of leadership in school at that time. For example, if a child has refused to complete ten minutes of maths learning in class for no reason other than they do not want to, then they may be told that they are completing the learning with Mr Ola at lunchtime.

Suspensions

On rare occasions the headteacher may feel that a child's behaviour requires them to be removed from school temporarily. Such suspensions are an extreme step but are necessary in response to extreme behaviour that violates school policies. This can include, but is not exclusive to:

- causing another child significant harm (including emotional, physical, social, sexual or verbal abuse in person or through electronic devices)
- physically assaulting a member of staff or child
- the use of racial or homophobic language when the child is aware of its meaning and impact

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- causing damage to the school building and property
- when an incident of extreme seriousness or a build up of incidents has / have occurred and school leadership are considering a permanent exclusion.

If a child is suspended, work will be provided for the period of suspension. If the child is in receipt of free school meals, arrangements will be made to provide the meal during the period of suspension.

After a suspension, the pupil and their primary carers will be invited to a reintegration meeting, where a Pastoral Support Plan will be agreed between the headteacher / senior teacher, parent and pupil in order for them to return to school successfully.

Permanent Exclusion

Schools have the right to permanently exclude a child who is in serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school

Children with Additional Needs

Children with SEMH (Social, Emotional, Mental Health) difficulties or on the school's SEND register may have specific adaptations to the school behaviour policy or a risk assessment in place. This will be shared with all adults in school.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The headteacher will report to Governors on a termly basis and the policy is revised on an annual basis.

Appendix A

Potential Script for managing serious incidents in the classroom or on the playground

If there is a fight, **a child whose escalated behaviour is a safety risk or a child who is refusing to leave the playground / absconding, staff members will:**

- 1. Contact the headteacher / senior teacher via walkie-talkie or sending in a message**
2. If the staff member decides that children are at risk of harm, remove other children in the vicinity calmly and make steps to ensure the area is safe (e.g. remove items that could be thrown)
3. Speak calmly and with authority to the child in need:

✓ Stop and look at me

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✓ Let me help you

✓ Let's find a calmer space

Repeat this sequence to calm the situation.

Senior staff will support where necessary.

Appendix B

Positive Interaction Example

For incidents of behaviour that involve multiple children and need immediate intervention, (e.g. physical / verbal assault), then the staff member will take similar steps to below:

Instruct the child to move away from the situation into an area of the playground or building which is quieter.

Ensure that the child is calm enough to have a conversation about what happened. They may need some cooling down time before this happens..

3. Move down to the level of the child and adopt open body language.

4. Stand at a respectful distance from the child and initiate respectful conversation; use neutral body language to avoid further aggravating the situation e.g. not folding arms.

5. Remain calm and use a talking voice to speak to this child.

6. Listen to the child and not jump to conclusions.

7. Investigate by talking to other children involved or who witnessed the incident.

8. Mirror the step system and consequences that would be used in a classroom, adapted to the outdoor environment. E.g. reflection time may be spent stood with an adult

9. **If appropriate**, communicate with other members of staff to explain a situation in private without the child being able to hear them.

10. **If a situation is serious and involves harm or potential harm to a child, adult or school equipment:** involve the Head or Senior Teacher in resolving the situation - playground staff will use a walkie-talkie to communicate or send a blue card with a child.

11. Log incident onto Arbor describing the facts, who was involved and any consequences