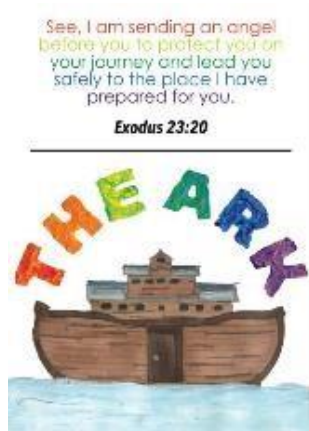


St Michael's CE (A)



Primary School

Positive Behaviour Policy- The Ark

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'

Jeremiah 29 verse 11

Policy Adopted: Monday 13th May 2024

Policy Review: May 2025

Signed: *Sarah Douglas* (Chair of Governors)

POSITIVE BEHAVIOUR POLICY – THE ARK

MISSION STATEMENT

The aim of The Ark is to support children whose SEMH needs mean they need provision that is not routinely found within mainstream educational settings. We believe that providing a safe, nurturing, predictable and caring environment – underpinned by trauma informed theory and practice- will support our pupil's SEMH development. Our setting is positioned to support children whose SEMH needs present primarily through behaviours which make them vulnerable: attachment needs, anxiety, low mood, low self-esteem, as a result of ACES (Adverse Childhood Experiences). While sometimes these underlying difficulties may result in challenging behaviour, this should not be the pupil's primary form of communication.

We want our pupils to be independent and develop safe and trusting relationships with staff within The Ark. Our staff will work to identify the individual need, provide appropriate support and address each individual pupil's barriers. We aim for individuals to engage positively with curriculum-based learning, however there may be individuals who are not yet ready for formal learning. In these cases, we work to build trusting relationships so that the individual can feel safe and secure. For this group of pupils, learning is entirely based on their SEMH needs, rather than National Curriculum. We understand the importance of developing the pupil's abilities to engage socially, so they can fulfil future hopes and aspirations.

- We are fully inclusive and celebrate the rich diversity of the whole school community. We encourage every individual to thrive, tailoring care and support to the specific needs of individual children and their families.
- We work in partnership with our local church and diocese, and leaders ensure that the distinctly Christian vision is at the heart of all we do.
- We provide a broad and balanced curriculum for all children to encourage a love of learning, enabling all to flourish and creating opportunities for children to be confidently curious.
- We give children the confidence to challenge social injustice and equality on a global scale, within a culture of encouragement, endurance and aspiration.
- We provide opportunities for children and adults to express their differing points of view in a safe, respectful environment where all opinions are valued but where prejudicial behaviours are challenged.
- We ensure collective worship is invitational, varied and interactive allowing all to develop spiritually.
- We ensure children flourish through the provision of high-quality religious education, which is seen as a core subject.
- We ensure the safeguarding of children is a priority for all adults involved with the school.

AIMS

The aims of the policy are to:

- Teach and explain The Ark's expectations of kind hands, kind feet, kind words.
- Encourage a positive learning environment with a good learning atmosphere
- Offer a framework for personal, social and health education and self-discipline
- Educate and support children in making the right choices during times of conflict
- Help children to feel good about themselves and others
- Promote a happy, safe and caring community

- Encourage children to co-operate positively with one another and with staff
- Develop consensus and consistency amongst the staff and children
- Help give children, staff, parents, and governors a sense of direction and a feeling of common purpose
- Develop an awareness of being respectful, polite, fair and tolerant
- Reward and praise successes and achievements
- Help children to accept and take responsibility for their own decisions and actions, together with the resulting consequences
- Develop and foster behaviour and attitudes linked with our Christian ethos.
- Support children to develop strategies for self-regulation

PRINCIPLES

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within The Ark. We are committed to ensuring that our setting develops an Attachment and Trauma Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACES) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We are constantly in pursuit of desired behaviours (kind hands, kind feet, kind words), which enhance the quality of life and learning in the setting. We encourage children to develop tolerance, a sense of peace, justice and respect for each other. However, we recognise that the best way to ensure these standards are maintained is through a belief in 'reflection, forgiveness and reconciliation'. We follow the principles of restorative practice. By getting our pupils to think about the choices they make, we hope to give them the strategies to make caring ones. When choices lead to incidents we do not want to see, the pupils will be asked to reflect on what has happened and when appropriate, forgiveness offered to them through reconciliation with the person or persons affected by the pupil's choice. In many cases we hope that forgiveness and time to reflect will lead to a realisation that a different 'caring choice' will be made in the future. Sometimes, we understand that a longer period of reflection may be needed and offered to a child.

Children and Teachers have the right to feel safe and supported in The Ark.

SUPPORT STRUCTURES FOR CHILDREN

The following structures exist to support all the children

- Named adults, who children can identify because they have a good relationship with them
- Self-review and reflection time during the day
- Sensory room
- Nurture room
- Regular reviews with parents/carers
- Emotion coaching
- Consistent use of restorative practice approaches
- Evidence based interventions

PROMOTING GOOD BEHAVIOUR

A variety of actions take place to promote good behaviour. These include positive reinforcement, rewards and explicit modelling of desired behaviours. In order to promote good behaviour in the classroom and around school, we have three key expectations for behaviour. These are:

- Use kind hands
- Use kind feet
- Use kind words

The school expectations are shared with all staff, parents, carers and children within our school. There are also printed on posters displayed in The Ark. Teachers carry small visuals, which support these expectations, on their lanyards and refer to them as necessary.

We recognise that our pupils will need a tailored reward system. Positive behaviour will be rewarded as follows:

- Verbal praise
- Positive notes to children and parents.
- Stickers, certificates and post cards home
- Something of the class teacher's choice (reward box)
- Choice of child's preferred activity within the setting

RESPONDING TO CHALLENGING BEHAVIOUR

We all consider behaviour as a form of communication of unmet needs or as an adapted, defensive stress response. Therefore, The Ark takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Restorative practice is in place across the school. This means all pupils, staff (including non-teaching staff), leaders and the wider school community understand what acting restoratively means and how they can do it. This gives the child opportunity to be involved in a restorative process where they are able to identify (with support when necessary) how to move forward. This should involve all necessary parties.

The discussion should be based on the following six questions:

Responding to challenging behaviour
1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

The Ark – Response Ladder



Behaviour	What might happen
<ul style="list-style-type: none"> Not on task or avoiding work No attempt to complete work Disrupting others eg. Shouting out, tapping on the table, walking around without permission Refusing to engage and follow The Ark's expectation of kind words Derogatory comments to peers and staff Not following instructions 	<ul style="list-style-type: none"> Thinking and calming time – 1 minute A reminder of The Ark's 3 expectations Supported to make a better choice Loss of reward for that session Individual working space Catch up on missed work Planned ignoring
<ul style="list-style-type: none"> Repeatedly disrupting others in the classroom Moving around The Ark disrupting others Inappropriate words and conversations Teasing others Refusing to engage and follow The Ark's expectations of kind words and kind hands. Swearing 	<ul style="list-style-type: none"> Thinking and calming time – 5 minutes Adults use visual cues, and less words 1:1 work in smaller room for set amount of time Reminded about The Ark's three expectations (kind hands, kind feet, kind words) Loss of reward time Change of face when necessary Logged on CPOMS Restorative conversation on day
<ul style="list-style-type: none"> Repeatedly breaking property Damaging displays and other people's work Slapping or smacking staff or peers Continual refusal to engage and follow The Ark's three expectations (kind hands, kind words, kind feet) Continued use of swearing 	<p>You must talk about this with an adult (logged on CPOMS)</p> <ul style="list-style-type: none"> Thinking and calming time in different room – invited to speak when ready Support from SLT as necessary Thinking and calming time (with regular check-ins) All other rooms locked Loss of reward time Change of face, as necessary or appropriate Remove audience (staff/peers) Parents/Carers informed Restorative conversation when appropriate Team Teach Positive handling (Caring Cs/ tight hug/ guiding) Early Help offered, if appropriate
<ul style="list-style-type: none"> Repeatedly doing the above behaviours Physically hurting another person – child or adult: Fighting, punching, kicking, spitting, biting, headbutting, hair pulling, scratching, pinching, ripping clothes and /or jewellery off staff Environmental factors - throwing equipment, damage to property, destroying an entire room , running off Racist, sexist, homophobic and other discriminatory behaviour and language directed at an adult or peers Swearing A one-off serious behaviour or extreme reaction to a situation Immediate danger to themselves or others 	<p>Staff will make all the decisions now (logged on CPOMS)</p> <ul style="list-style-type: none"> Thinking and calming time in different room – invited to speak when ready SLT involvement Team Teach Positive Handling (as above or double elbow hold if necessary) All other rooms locked Loss of reward time Change of face, as necessary or appropriate Parent/Carer asked to attend meeting in school Formal restorative conversation when appropriate 1-1 'Fix it' time for up to a day in length Isolated playtimes Early Help offered, if appropriate Involvement of SENSTART or Inclusion Support if behaviours at this level persist Consideration of a Specialised, Personalised Learning Plan (SPLP) Suspension

Depending on the age and cognitive ability of the pupil, different behaviours may warrant one or a combination of consequences, **all** of which are to be decided within the Restorative Framework, being trauma-informed. Staff should use their judgement when supporting a child to 'fix it'

For Suspension and Exclusion information and Positive Handling information please refer to the main school's Positive Behaviour Policy and Respectful Restraint Policy.