



# **Anna Seward Primary School: Whole School Approach to Supporting Pupil Behaviour**

Upholding the Highest Expectations for Success through Kindness, Compassion, and Connection.

# Classroom and Learning Expectations

## Greetings

When teachers greet children, they expect a positive response, e.g. when greeted with "good morning," children respond with "good morning."

## Attention-Getting

Silent Signal - Hand up – there is an expectation that all children stop raise a hand to show they are ready and look at the adult. All teachers should stand centrally at the front of the classroom, in silence, to communicate that they want children's attention following this signal.

## Classroom Management

Teachers only address their class/group when all children are silent and listening. Teachers ensure eye contact is gained and a reminder of expectations is given when necessary. Teachers use a look of disappointment if required.

Teachers expect our children to be respectful in all their conversations with adults.

KS1 stands for Key Stage 1, which typically includes children aged 5-7 years old. KS2 stands for Key Stage 2, which typically includes children aged 7-11 years old.

# Classroom Behaviour and Etiquette

## Drinks and Equipment

Teachers encourage children to drink frequently throughout the day but ensure that drinks are not accessed during direct instruction.

Children are to look after personal and school equipment, ensuring that it is stored safely when not in use.

## Seating and Movement

Teachers use the 1, 2, 3 mantra to support safe movement around the classroom.

Chairs are always tucked under tables when moving away.

When sitting on the carpet, legs are crossed and hands are kept to ourselves.

When sitting at tables, chair feet always remain on the floor.

When moving around the classroom, walking is always expected.

We remain in our seats whilst working.

## Leaving the Classroom

Permission needs to be sought from the class teacher if someone wishes to leave the classroom (one child at a time to leave for the toilet during learning time).

No party bags, sweets, cakes, or other food items brought from home will be distributed from school. Teachers will not give children these as gifts.

# Classroom Mantras

## Attention and Listening

Silent signal - Hand raised to gain attention and quiet.

1, 2, 3 silent signal used to support movement from chairs to carpet and vice versa.

My turn to talk, your turn to listen.

We listen on the first time of asking.

In our school, we are active listeners.

## Learning and Behaviour

In our school, we don't disrupt others' learning.

In our school, we wait to be asked before sharing an answer.

In our class, we are ambitious learners.

In our school, our behaviours are respectful.

Let's be curious/ambitious together.

## Reminders and Values

This is a reminder.

Let's discuss this together at break time.

In our school, we demonstrate our values of courage, compassion and creativity at all times.

That behaviour was not showing that you are ready, respectful or safe.

It is ok to feel upset or angry but it is not ok to choose that behaviour.

# Movement and Playtimes

## School Movement

Teachers expect children to walk around school in single file demonstrating 'fantastic walking' which is explicitly taught at the start of every academic year through our behaviour curriculum.

We encourage children to show good manners and respect by giving way to adults and hold doors open as appropriate.

Noise around school: Quiet, voices off when not in the classroom or on the playground. Teachers will lead classes from the front, and teaching assistants will follow from the back.

## Playtime Rules

Once outside, children remain outside, entering only to use ground toilets.

Only healthy snacks/lunches are permitted.

Teachers create a line order so that all children are successful when lining up.

Lunch boxes will be stored appropriately in the cloakroom of each classroom.

# Playtime Activities and Procedures

## **Football**

Football can be played on the school field but only against members of the Key Phase and in line with the lunchtime overview document.

## **Building Entry**

Children enter the building via their allocated entrance.

## **Equipment**

Soft balls to be used at all times. Whistles are only used outdoors.

## **End of Playtime**

1st whistle: children stand still. 2nd whistle: children walk to their lines, carrying, sensibly, any equipment back to the trolley. Children line up silently.

# Assembly Behaviour

## **Entering Assembly**

We enter assembly silently, in line order.

## **During Assembly**

Once seated, children remain seated. Children clap, when appropriate, respectfully. Teachers will not accept cheering or chanting or booing.

## **Items in Assembly**

If children have items with them or awarded to them during an assembly, they place these in front of them on the floor.

# Uniform and Personal Presentation

## General Rules

- No mobile phones are permitted in school.
- Jewellery is not permitted with the exceptions: one small pair of stud earrings, jewellery for religious reasons and a watch.
- Long or shoulder-length hair should be tied up fully on PE days.
- School uniform to be worn at all times unless prior permission granted.
- No make-up should be worn to school (including nail art, tattoo transfers), except when worn for religious purposes.

## Uniform Details

Information on correct uniform can be found on the school website:

<https://annaseward.atlp.org.uk/parents/school-uniform/>

All uniform to be named. Any lost property will remain with the class found so that it can be returned to the correct family.



# Vision and Intent

At Anna Seward Primary School, we have the highest expectations of children's behaviour. We know and understand that all behaviours are a form of communication.

For those children whose early life experiences, or indeed diagnosis of additional needs, have not equipped them to manage their strong sensations or emotions, it is incumbent upon us to support them systematically through excellent relationships, to learn strategies to reduce their anxieties and manage their feelings and emotions.

## **Our Approach**

Over time, it is our intention to equip all children with the skills they will need for success in later life. We do this through:

- Our high expectations for all
- Kindness, compassion and connection
- Embodying a ready, respectful and safe attitude
- Targeting social and emotional developmental intervention strategies
- Highly attuned relationships
- Allocation of a key worker where necessary
- Working closely with parents
- Working collaboratively with the SENDCo and Vulnerable Children's lead.

# Window of Tolerance and Tools for Success

Children and adults who are able to regulate themselves physiologically have what is called a large "window of tolerance." This means they are able to tolerate both high and low levels of arousal without dysregulating (tripping into a survival "flight," "fight" or "freeze" response). Our core purpose is to support all children to increase their window of tolerance and thus their capacity to regulate themselves physiologically. This takes time and many repetitions.

## Tools for Success: Responsibility

At Anna Seward Primary School, we know that children relish the opportunity to be trusted and hold roles of responsibility. An individual with a highly developed sense of personal responsibility is more likely to succeed in school, in the workplace, and in society at large. Therefore we assign a number of roles/responsibilities to our children over time.

### **Roles and Responsibilities**

Classroom monitors

Student Council Year 2 onwards

PE Council Year 2 onwards

House Captains Year 6

# Motivation and Celebration

At Anna Seward Primary School, we have the highest expectations for behaviour and support all children to conduct themselves in line with social norms and expectations. This includes being able to control their behaviour, emotions, and thoughts in the pursuit of long-term goals. Our aim is to help all our children to do this.

We know that it is important to develop children's intrinsic motivation, so that they are able to do something for the sake of personal satisfaction and the primary motivator is internal (i.e. they don't expect to get anything in return). This is opposed to extrinsic motivation, where pupils choose behaviours not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome.

Studies have shown that "external incentives are weak reinforcers in the short run, and negative reinforcers in the long run" (Benabou & Tirole, 2003). That said, we do utilise a limited number of extrinsic rewards to celebrate and recognise positive behaviour through ensuring that children are always praised and congratulated.

# Reward Systems

## Stickers

Children will receive stickers from adults as recognition for a range of things. This might be for demonstrating one of the school values of ***courage***, ***compassion*** or ***creativity***.

## Dojo Points

Children can collect Dojo points from the adults within the school. These contribute to either house colour or class rewards such as additional time on the trim trail. Dojo points are awarded for collective and individual endeavour that encourages a sense of identity and belonging. A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to our thriving school culture.

## Privilege Certificates

Certificates are awarded to children in celebration assemblies, one every week (three children per class). A certificate is awarded for behaviour that demonstrates one of the school values of ***courage***, ***compassion*** or ***creativity***.

# Attachment and Building Supportive Relationships

We understand that building and maintaining healthy, loving and nurturing relationships with children is imperative. We know that the nature of a child's primary attachments to caregivers lays the foundations for socioemotional well-being and therefore children's capacity to learn. Secure attachment relationships correlate strongly with higher academic attainment, better self-regulation and social competence.

Educators themselves need to establish an attachment-like relationship with their pupils, particularly with children who have social, emotional and mental health difficulties in order to enhance learning opportunities for all. We know and understand that secure attachments support mental processes that enable a child to regulate emotions, reduce fear, attune to others, have self-understanding and insight, empathy for others and appropriate moral reasoning (Bowlby, 1988, called these mental representations the internal working model).

## 500 Repetitions

Our capacity to learn new habits and skills is possible because of the neural plasticity of the brain. Children who struggle to manage their behaviours need specific and repeated relational experiences which lead to the building of new neuronal pathways, which takes time, effort and repetition. Our staff know and appreciate that it takes about **500** or more repetitions to learn something new.

# Vital Relational Functions (VRFs) and PACE

At Anna Seward Primary School, we know that there are important ways to be in a relationship with a child that contribute positively to the development of a significant relationship, and to the development for the child of a healthy sense of self. These are known as Vital Relational Functions (VRFs) and are comprised of: Attunement, Validation, Containment, Soothing/Regulating.

In addition, all staff understand the principles of PACE; Playfulness, Acceptance, Curiosity and Empathy (Dan Hughes). PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. PACE is an approach of four personal qualities which allow adults to support a child to develop their own self-awareness, emotional intelligence and resilience. Over time and with practice, children can gain strong tools to better understand and regulate their emotions.

## **Attunement**

All staff working in school are alert to how a child is feeling, demonstrating attunement to their emotional state and articulating this through: facial expressions, body language, gesture and noises. Staff demonstrate they understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

## **Validation**

At Anna Seward Primary School, all staff are alert to the child's experience. They validate their perspective/experience/feeling, following the connect before correct mantra.