

“I may not have a choice about what I have to do but I do have a choice about the way in which I do it”

At EP Collier Primary School we are passionate about having a therapeutic approach to behaviour underpinned by our school values of: equity, empathy, respect, courage, care and honesty. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset.

We have high expectations of all our pupils both in relation to their education as well as behaviour. Our strong school ethos and value system underpins everything we do at EP Collier where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

We aim for all behaviour to be “pro-social”.

Principles:

- Positive, pro-social relationships between all are imperative to the success of our school community.
- Children and adults have the right to feel safe, secure and valued.
- We will all show respect for other people, their views, feelings and circumstances.
- We have a commitment to equity.
- A therapeutic approach to behaviour will be used and this will include the use of protective and educational consequences.
- Where necessary, protective & educational consequences to be delivered and evaluated so that further support can be given to the child where identified.
- All staff understand and recognise that positive emotional well-being leads to positive emotional engagement & attainment.
- Clear and concise expectations of behaviour will be described, modelled and encouraged through positive reinforcement.

Aims:

- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions.
- To ensure there is a culture within EP Collier that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners.
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren).

At EP Collier we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and develop skills in those children who may not behave appropriately so they can positively self-regulate their behaviour. To support those who find self-regulation and learning behaviours more challenging we are committed to the 8 Inclusion principles from the Autism Education Trust:

1. Understand what you are good at, what you like doing, and when you might need help.
2. Listen to and act upon your ideas about how we can help you if you need it.
3. Listen to and work with the people who know you best and who you trust.
4. Make sure we are always progressing towards your goals and aspirations.
5. Make sure all staff know the best way to support you, both in and out of lessons.
6. Help you to get involved and be included in the activities you wish to participate in.
7. Work together to set achievable goals that are important to you, and that help you see how well you are doing.
8. Help you to feel safe, secure, empowered, and able to learn.

Our behaviour curriculum is built around the core values of EP Collier School. The expectations are communicated through;

- explicit teaching in the curriculum
- modelling by adults
- assemblies
- enrichment activities such as school council, eco committee, trips and visits
- displays
- policy and practice
- challenging of anti-social behaviours
- use of zones of regulation

Value	What this means to us...	What this looks like in practice Adults:	What this looks like in practice Children:
Care	Looking after each other and keeping each other safe	<ul style="list-style-type: none"> • Awareness of what is going on around you - even if it doesn't directly impact yourself or your work • Having a shared responsibility in times of crisis or emergency • Offering or asking for support (pupils, staff, parents & governors) - emotional or practical • Speaking up when we know something is not right - but doing so in a respectful not gossiping way • Demonstrating and expecting good manners • Being considerate towards others • Smiling! - acknowledging everyone in the school community • Recognising efforts and strengths and saying thank you • Fulfil H&S responsibilities - not running inside, risk assessments, checking of environment etc • Take time to recognise triggers or stress points for poor behaviour • Knowing individuals (staff, pupils) well enough to allow for care and compassion 	<ul style="list-style-type: none"> • Offering or asking for support (pupils, staff, parents & governors) - emotional or practical • Holding doors open • Using please and thank you • Thinking about what somebody else needs • Walking around school quietly • Looking after resources - putting them back where they belong after using them • Asking children who are on their own to join in • Greet others by smiling or saying hello/goodbye

E.P Collier Living Values and behaviour curriculum

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Courage	Being brave enough to do something difficult and taking responsibility for what happens	<ul style="list-style-type: none"> • Remain positive • Problem solving is a way of being - challenges not impossible barriers • Using own experience to help ourselves but not hesitating to ask for support and help from others if needed • Celebrate successes (especially the small steps!) whilst taking responsibility for failures - not using excuses or blaming others but learning from mistakes • Being able to share concerns or worries in the right way because you feel that someone is listening to you • Giving others loyalty and respecting their decisions • Empowering others to have a go and take a risk • Recognising and valuing initiative • People are given opportunities to make decisions 	<ul style="list-style-type: none"> • Have a go at things we might find hard • Don't be afraid of asking for help when it is needed • Be proud of what we achieve • Take responsibility when we have made a mistake • Sharing things that make us worried or upset
Empathy	Understanding and caring about someone else's feelings and experiences	<ul style="list-style-type: none"> • Recognising the triggers that ignite challenging behaviour and working hard to avoid those • Seeing things from others' perspective and being sensitive to their feelings • Taking time to listen, share, socialise and acknowledge • Being aware of new arrivals (staff, pupils and parents) and what they need to help them become part of the community • Being respectful of other people's situations/circumstances • Give all feelings validation if agreeing or not • Explore thoughts and feelings through PSHE, assemblies and reflection times 	<ul style="list-style-type: none"> • Thinking about the feelings of others • Understanding that others may think or believe something different and that this is OK • Helping new children fit in • Understanding that others may have different life experiences to us
Equity	Enabling access to the same opportunities for all	<ul style="list-style-type: none"> • Thorough knowledge of the children - recognising strengths/weaknesses and support systems • Altering curriculum/teaching styles/resources so that all children can have access to high quality learning experiences • Work is differentiated • Financial support offered to those families who may find cost a barrier to participation • Targeting support and development to individual needs • Understanding the difference between equality and equity - if someone is treated differently we all take the time and compassion to understand why 	<ul style="list-style-type: none"> • Understanding that some people need different things or expectations to be able to learn • Knowing that people are different and have different needs • Make sure our behaviour doesn't stop others from learning

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Honesty	Fair and truthful in what we say and do	<ul style="list-style-type: none"> • Consistency in approach and practice • Taking responsibility for actions • Seeking a balanced perspective • Giving and receiving feedback in a constructive way • Being accountable and making accurate evaluations • Doing what you say you will do • Have only professional dialogues so trust is high in the community 	<ul style="list-style-type: none"> • Tell the truth, even if it is hard to admit to • Take responsibility for our actions • Do what we say we are going to do
Respect	Consider the feelings, wishes and rights of others	<ul style="list-style-type: none"> • Be polite - use of please, thank you and greeting each other appropriately • Following the “rules” of the community (whole school, office or class) eg being on time, being prepared, being responsible and recognising the efforts of others • Celebrate strengths and support areas of challenge • Assume someone has the ability to do something not assume they can’t • Trust people’s judgements • Being approachable to all • Communicate well • Value and recognise different opinions/beliefs/cultures • Give every member of the community a voice 	<ul style="list-style-type: none"> • Only use people’s names • Use language that is not racist, sexist or homophobic • Value everyone’s beliefs/opinions/cultures even if they are different to our own • Behave in a pro-social way: <ul style="list-style-type: none"> ✓ Listen in lessons and contribute to discussions ✓ Stay in the classroom unless given permission to leave ✓ Stop and listen when hands are held up by adults ✓ Work hard and without disturbing others ✓ Follow rules of games in PE and at playtimes ✓ Stay in my seat in the hall at lunchtime and use the one-way system

EP Collier routines:

Being learners

When in class we will be good listeners to show we respect what others have to say

We will wait our turn to speak but make sure that we join in by sharing our thoughts and ideas

When completing a task, we will work with concentration and to the best of our ability making sure we don’t disturb others

We will take pride in our books using our best handwriting and not drawing or scribbling on the covers or on the pages

Resources will be looked after and put away when we are finished so our learning environments are tidy

Silent signals

Silent signals are used to gain children’s attention in the classroom, in the hall areas and in the playground.
When an adult raises their hand the children and other adults should stop what they are doing, be quiet and hold their hands up.

Arriving at school at the beginning of the day

We arrive on time for school
We walk calmly into the building and travel safely to our classrooms
We say hello to others that we meet
When we have hung our coats and bags up we go straight to our classroom and our seats and do not leave again without an adults permission

Movement around the building

We walk quietly around the building
We walk on the left-hand side of the stairs
We hold doors open for others

Lunchtimes

At lunchtime we stay in our seats in the hall until it is our time to go outside unless we are clearing our plates.
We will use knives, forks and spoons to eat our lunch
We will use quiet voices in the hall so everyone can enjoy their lunch
We use a one-way system around the hall when fetching or clearing our lunches
We only exit the hall via the door leading straight to the playground
At the end of lunchtime play the lunchtime supervisors will hold up their hands as a signal for us to stop and listen and then line up when told to do so

Playtimes

We will not run around when we are eating our snack
We will play safely so no one gets hurt
We will play kindly and cooperatively with others and not play fight because we may hurt someone by accident
At the end of play the teacher will hold up their hands as a signal for us to stop and listen and then line up when told to do so