



Positive Behaviour Policy

January 2021

Date Agreed by Governors: 09/02/2021

Review Date: Spring 2022

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Principles

Vision: '***Growing together, respecting each other.***'

Mission Statement: To inspire children to achieve their true potential in a happy and safe environment.

At Sherdley Primary School, all children have the right to learn and teachers have the right to teach. Good behaviour is an essential condition for effective teaching and learning to take place. This must be carefully developed and supported through building positive relationships, raising of self-esteem and reducing anxiety. We believe that the best approach in bringing about good behaviour is to praise and reward effort and achievement rather than focussing on failure. At Sherdley we listen to the child as well as being flexible in our understanding of a child's presentation / behaviour. We know that behaviour is a form of communication. When children are emotionally secure and able to self-regulate, good behaviour will be observed. When the balance of emotions, regulation and experience is altered, children use behaviour to express themselves and communicate this to trusted adults. Research suggests that negative behaviour is directly impacted by anxiety. It is the responsibility of all adults working in our school to model desired behaviour and recognise pupils' successes. We work in partnership with our parents in helping their children to behave well. We know that our children are individuals with unique experiences and lives which vary from day to day. We understand how these positive and negative experiences may present themselves through behaviour.

Convention of Children's Rights

This policy directly links to the Convention of Children's Rights.

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 28 – Every child has the right to an education. Primary education must be free. Discussions in school must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic acts.

Article 12 – Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Mental Health

At Sherdley Primary School, we aim to create a positive and caring ethos in which good relationships can flourish, high standards are achieved, and all children are encouraged to reach their potential. We actively encourage children to show mutual respect for themselves and those around them.

Contents:

Aims and objectives	page 3
Rules and Expectations	page 4
Rewards and Sanctions	page 4
Behaviour outside school	page 6
Exclusion	page 6
Physical Restraint	page 6
Monitoring and Evaluation	page 7

Appendices:

1. Traffic Light system
2. Tariff of rewards
3. Tariff of sanctions

Aims and Objectives

Our aims:

- To model consistent, fair and sensitive approaches to all behaviour
- To help our children grow into young people who empathise with and respect the feelings of others
- To raise the self- esteem of all children
- To encourage cooperation between all members of our school community
- To create a stimulating learning environment
- To actively work alongside parents in order to prepare children for their role in society
- To help to reduce anxiety experienced by some children
- To promote inclusion and to value difference

We promote positive behaviour through:

- A consistent approach across the school which is sensitive to the needs of all pupils
- Teaching behaviour strategies through the 6 Rs
- Being acutely aware of and following the school expectations
- Encouraging everyone to be respectful to others and their belongings
- Ensuring that there are clear routines and expectations in the classroom
- Providing stimulating learning experiences for all which are well planned, organised and differentiated to meet the needs of all learners
- Ensuring that agreed procedures for reward and sanction are adhered to

At Sherdley we expect all children to conform to the School Rules and Expectations

Rules at Sherdley Primary are as easy as A, B, C, D, E.

- Always follow instructions
- Be resilient
- Caring, sharing and kind
- Demonstrating respect – for each other, our school and community
- Expect the best of ourselves

It is the schools' expectation that children meet the required standards of behaviour whilst on the playground before and after school time. Parents should support the school by having the same expectations. Parents are responsible for the conduct of their children before 8:45am and after 3:10pm.

In addition to the above, each class agrees a set of rules for the classroom at the beginning of each school year which are appropriate to children's ages and stages of development. Each class will also create a charter that directly links to The Rights Respecting School.

In order to support children in understanding the rules and to promote good behaviour, we have developed a tariff of rewards and sanctions.

These are supported by a 'traffic light' system which is displayed in each class, with a heart and star. (Appendix 1) Refer to the tariffs of Reward and Sanctions for details about how this is used.

Rewards and Sanctions

There are a number of strategies we use initially to encourage good behaviour, conduct and effort:

- Non-verbal signals (nods, thumbs up etc)
- Positive comments and praise
- Class dojos
- Positive written comments in books / green highlighting

- Sharing positive aspects with other children and staff
- Weekly hard worker / golden pupil certificates
- 1 week: golden pupils linked to 6Rs.
- Writing Book
- Headteacher awards

A whole-school system of rewards for consistently good behaviour has been agreed (Appendix 2)

At lunchtime, Midday Supervisors can acknowledge good behaviour by rewarding dojos. This will also be recognised by the class teacher back in the classroom after lunch.

Consequences

An escalating tariff of consequences is in place to enable school staff to respond appropriately to incidents of unacceptable behaviour. (Appendix 3). It is important to note that this is intended as guide and will be implemented with regard to the context of any given situation.

It is important that all members of staff follow the procedures for consequences in the agreed order

- If a child becomes involved in unacceptable behaviour they are first spoken to by the ‘finding’ member of staff; they are told why the behaviour is unacceptable and which expectation they have not met. The member of staff will follow the strategies and consequences for **Stage 1 behaviour**
- If the behaviour is repeated, the member of staff will follow the strategies and consequences for **Stage 2 behaviour**
- If the behaviour still continues, the member of staff will follow the strategies and consequences for **Stage 3 behaviour**
- Persistently unacceptable behaviour and one-off incidents of a more serious nature will be treated as **Stage 4 behaviour**
- If an extreme breach of the behaviour policy occurs, this will be considered to be **Stage 5 behaviour** and the child may be excluded from school. All exclusions follow the agreed procedures from the Local Authority.

Consequences are displayed in all classrooms and the school halls. Visiting (supply) teachers are made aware.

Where it is recognised that this graduated response to behaviour is not working for specific pupils, (through monitoring by the Behaviour Lead) there will follow a number of stages of support :

- Discussion between staff, Pastoral Team and Assistant Head Teacher / Senco (Behaviour lead)
- Discussion between Assistant Head Teacher and class teacher/s and/or LSA, which should result in a short and specific plan of action (observations in the class, implementation of any recommendations from professionals, arrangement of further observations from professionals etc), possibly leading to an Individual Behaviour Plan.
- Where appropriate pupils who have a recognised medical condition which could impact their ability to follow these expectations, (such as ASD or ASD pre-pathway, ADHD, Social, Communication disorder, and others), or who may be suffering emotional stress due to an understandable ‘life crisis event’, may have a ‘puzzle piece’ classroom behaviour chart put in place, which is designed to help them manage their behaviour more effectively. Having a recognised medical condition linked to behaviour will not be considered a reason for unacceptable behaviour, however we follow the guidance and recommendations of the BIT (Behaviour Improvement Team) and aim to support all children to be able to achieve the same Good to Be Green rewards as others without their medical condition being a barrier to this. All staff will use these charts as the primary daily reminder about behaviour expectations, although if pupils persist in inappropriate behaviours then they may still move up the ‘Traffic Lights’ and ultimately lose their Good to Be Green reward. We will base the use of these charts on pupil need.

At lunchtimes, a 'timeout' system is in operation. Children who break a school rule are given a verbal warning in the same way as in the classroom. Repeated or more serious behaviour will result in the child being asked to remove themselves to a quiet area for a short period of time or to report to the 'timeout' room. A senior member of staff is on duty each day and the incident will be recorded in the 'timeout' file. (See Appendix 4 for details)

Midday supervisors understand that we have a dojo system in place and are welcomed and encouraged to give out dojos for positive behaviour.

Behaviour outside of school

Staff have the authority to discipline children for any misbehaviour when the child is:

- travelling to or from school
- wearing the school uniform
- taking part in any activity organised by or relating to the school
- in some way, identifiable as a pupil at the school

or behave in an unacceptable manner at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

If children are involved in online; texting, WhatsApp or social media behaviour, which is deemed to be unacceptable, please see our 'Use of Social Media Code of Conduct Policy'.

Exclusion

In rare cases it may be necessary to exclude a child. This is only considered after all other options have been explored. A child may be withdrawn within school (i.e., removed from their class and peer group to work elsewhere) or excluded to their home.

Any child returning to school, following exclusion will be supported to behave appropriately. They and their parents will attend a reintegration interview with the Headteacher or Assistant Headteacher upon their return.

Team Teach - Positive Handling

Team Teach is an accredited programme that is used to de-escalate extreme behaviours in children. All staff have received training or refresher training (2018). Team Teach is built around 6 pillars:

Values – ethos of teamwork and focus on best interests of individuals concerned

Historical Context – history of reducing risk and trends overtime

The Legal Framework – protecting people and services

Behaviour Management – conflict spirals, stages of crisis and psychology of challenging behaviour

Physical Contact – Comforting, reassuring, holding and protecting people from hazards

Recording, reviewing, reporting, and restoring relationships

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratches may occur accidentally, and these are not to be seen necessarily as a failure of professional technique; but a regrettable and infrequent side effect of ensuring that the service user remains safe." George Matthews, Director.

Team Teach is only used as a last resort but may be necessary where a child is at risk of endangering themselves or others.

Refer also to the School's Care and Control Policy.

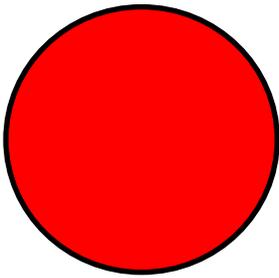
Monitoring and Evaluation

The Headteacher, staff and governors will review this policy on an annual basis. Behaviour records are logged electronically and will be evaluated in order to judge its effectiveness.

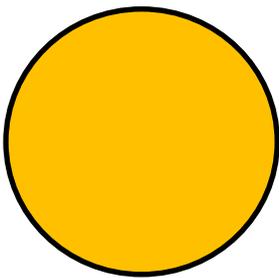
All members of school staff and supply staff will receive a copy of this policy. It is published on the school website and a summary contained within the school prospectus.

This policy is available in alternative formats upon request.

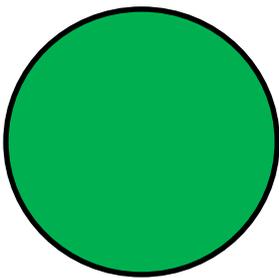
APPENDIX 1 – Traffic light system for rewards and sanctions



Continued unacceptable behaviour or Stage 3 behaviour will result in the child's name being moved to red.
Consequence: Loss of one day's playtime, letter / phone call home



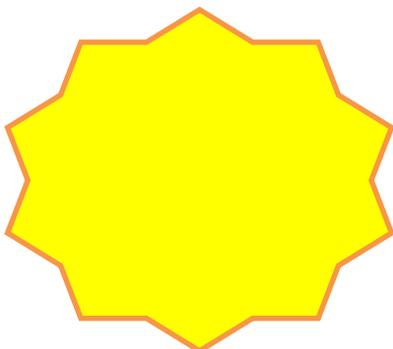
A child's name will be moved to amber if unacceptable behaviour continues after a clear verbal warning or if Stage 2 behaviour is exhibited.
Consequence: Loss of some playtime / lunchtime.



All children start the day with their name on green. Children who remain on green all week will receive a sticker; class teacher keeps a record. These will earn children rewards at the end of each half term.



Children who display kind behaviour may have their name moved to the heart. This will be rewarded by the class teacher on a weekly basis and in a manner agreed by the class.



Children who display outstanding behaviour may have their name moved to the star. This will be rewarded by the class teacher daily and in a manner agreed by the class.

Appendix 2 - Rewards for consistently good behaviour

At the end of each week, children who have remained on the green traffic light will receive a sticker. This is both to recognise their conduct and to inform their parents that they have behaved in the manner that is expected at Sherdley Primary School.

The class teacher will keep a record of which children receive stickers.

At the end of each half term, the number of stickers received will equate to specific rewards. These rewards may vary according to the time of year and will be decided at the beginning of term.

Children who are moved on the traffic lights, for instance to amber or red, will lose 5 minutes(KS1) / 10 MINUTES (KS2) each time they are moved, of their end of term reward.

	Possible rewards
Moved to the star	Dip in the class box at the end of each day.
Moved to the heart	Dip in the class box at the end of each day.
Green all week	Good to be Green sticker on a Friday (EYFS / KS1) Good to be Green dojo message sent home.

Children who have not achieved their full 'Good to be Green Reward' will remain in the area of each year group.

Appendix 3 – Tariff of Consequences

Consequences are structured in a graduated approach.

It is not possible to include every example of potential misbehaviour; the following is therefore intended as a guide to inform staff response:

Stage 1

<u>Behaviour</u>	<u>Possible responses</u>	<u>Support offered for the child</u>
a) Leaving seat, wandering about in class	<p>Low level behaviours such as these should be eliminated through clear expectations, routines and classroom management implemented by class teachers and support staff:</p> <ul style="list-style-type: none"> • Praise for children who are displaying the correct behaviour • Reminder of the rules and expectations • Non-verbal signals (eye contact, frown etc) • Planned ignoring • Change of seat /position in line • Unfinished work sent home or completed at playtime • Use of 'Puzzle Piece' system for pupils with recognised medical conditions linked to behaviour • Verbal warning - "You have broken a school rule. If you break it again, your name will be moved on the traffic light." 	<ul style="list-style-type: none"> • Conversation with the class teacher • Praise for correct behaviour • Certificates / stickers / house points for improvement • 'Puzzle Piece' chart for pupils who have a recognised, or are being assessed for a medical condition linked to controlling behaviours
b) Calling out / interrupting		
c) Interrupting / disturbing other pupils		
d) Ignoring simple instructions		
e) Making noises / fidgeting		
f) Pushing in the line		
g) Going to the toilet or filling bottle without permission		
h) Talking while the teacher is or when the class is asked to be silent		
i) Play fighting (with contact)		

Stage 2

<u>Behaviour</u>	<u>Possible responses</u>	<u>Support offered for the child</u>
j) Persistent Step 1 behaviour	<ul style="list-style-type: none"> • Child's name moved on to the amber traffic light <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Loss of some playtime / lunchtime in order to write a letter of apology or to complete a reflection sheet supervised by the class teacher <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Unfinished work completed at playtime / lunch time supervised by the class teacher <p>Incidents of Stage 2 behaviour should be recorded on the electronic system by the class teacher</p>	<ul style="list-style-type: none"> • Conversation with the class teacher • Praise for correct behaviour • Certificates / stickers / house points / phone call home for improvement
k) Not responding to a repeated request by an adult / showing a lack of respect		
l) Minor intentional harming of someone or something		
m) Swearing, including under breath or in temper at another child		
n) Name calling		
o) Misusing resources e.g. throwing small items		
p) Spitting		
q) Lying or making false accusations		
r) Minor deliberate damage to books / property		

Stage 3

<u>More Serious Behaviour</u>	<u>Possible responses</u>	<u>Support offered for the child</u>
a) Persistent Step 2 behaviour	<ul style="list-style-type: none"> • Name on red traffic light • Complete electronic behaviour record • Inform Phase Leader • Class teacher sends a letter home to inform parents or invite parents into school to discuss the matter. Meeting to be recorded and copy given to Phase Leader. <p>Consequences:</p> <ul style="list-style-type: none"> • Loss of one day's playtime and lunchtime <p>Or</p> <ul style="list-style-type: none"> • Work in the parallel class for 1 session (am, pm) <p>Parents may be asked to meet the cost of damaged property belonging to school or other pupils.</p>	<ul style="list-style-type: none"> • Conversation with the class teacher • Praise for correct behaviour • Certificates / stickers / house points / phone call home for improvement • Support in class from teaching assistant • Pastoral support from Mrs Lakey
b) Rudeness to / swearing aggressively at a child or an adult		
c) Offensive remarks including racist, homophobic, references to family etc		
d) Fighting		
e) Intentional damage to property including graffiti		
f) Throwing objects in temper		
g) Stealing		

Stage 4

<u>Very Serious Behaviour</u>	<u>Possible responses</u>	<u>Support offered for the child</u>
a) Persistent Step 3 behaviour	<ul style="list-style-type: none"> • Name on red traffic light immediately • Complete electronic behaviour record • Headteacher or Deputy informed • Letter home / phone call home to inform parents or invite parents into school to discuss the matter. Meeting to be recorded and copy given to Phase Leader. • Child to have a daily report card which should be signed by a member of SLT at the end of each day. • Positive handling plan put in place <p>Possible Consequences:</p> <ul style="list-style-type: none"> • Loss of two day's playtime and lunchtime • Removal to work in another class for 1 session (am, pm) • 1 or more days at Inclusion Base or Exclusion • Withdrawal of other privileges e.g. clubs / trips 	<ul style="list-style-type: none"> • Conversation with the class teacher • Discussion with Headteacher or Deputy Headteacher • Praise for correct behaviour • Individualised rewards system • Programme of pastoral support and mentoring offered by Mrs Lakey • Referral to Behaviour Improvement Team • Behaviour targets established with parents and monitored daily
b) Throwing dangerous objects		
c) Severe challenge to authority		
d) Dangerous acts of vandalism		
e) General refusal to comply (defiance)		
f) Bullying (Physical, verbal or cyber)		
g) Leaving school premises without permission		
h) Unprovoked physical aggression and outbursts		
i) Actions which endanger the safety of other children or adults		
At Stage 4, children should have an IBP (Individual Behaviour Plan)		

Stage 5

<u>Extremely Serious Behaviour</u>	<u>Possible responses</u>	<u>Support offered for the child</u>
s) Two Step 4 behaviours in a half term	<ul style="list-style-type: none"> • Bring matter to the attention of Headteacher or Deputy • HT or DHT to contact parents and request a meeting at the end of the day. • Notes of meeting to be kept on file • Electronic behaviour record to be completed • Risk assessment and positive handling plan in place <p>Possible action and consequences include:</p> <ul style="list-style-type: none"> • 1 week's seclusion at playtimes and lunchtimes with / followed by a phased re-entry to the playground • Internal exclusion, work at the HT's office for 1 day or more. • Fixed term and possible permanent exclusion • Inclusion Manager to arrange a meeting for all agencies involved with the child 	<ul style="list-style-type: none"> • Conversation with the class teacher • Praise for correct behaviour • Individualised rewards system • Programme of pastoral support and mentoring offered by Mrs Lakey • Referral to Behaviour Improvement Team • Behaviour targets established with parents and monitored daily • All staff to be made aware of prevention and de-escalation strategies • Parents may consider a managed transfer to another school
t) Extreme aggression or violence towards children or adults		
u) Extreme damage to or destruction of property		
At Stage 4, children should have an IBP (Individual Behaviour Plan) or PSP (Pastoral Support Plan)		