



Positive Behaviour Policy

October 2021

Date Agreed by Governors:

Review Date: Autumn 2022

Signed: _____ (Chair of Governors)

Signed: _____ (Head teacher)

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. Recently, the children at Sherdley have lived in a world of unpredictability and upheaval. This policy aims to outline the behaviour toolkit we as educators need to reinstate predictability and routine into our children's lives.

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. We cannot ignore the staggering impact COVID-19 has had upon children and young people's wellbeing over the past 18 months. We as a school recognise that patience, predictability, and consistency is what our children need on their journey to overcome the adversity they have faced recently. Our positive behaviour policy outlines how we will achieve this.

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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 inside and outside school
- To raise the self- esteem of all children
- To encourage cooperation between all members of our school community inside and out of school
- 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 and our Sherdley expectations (ABCDEs)
- 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, which are consistently applied across school
- 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/UNICEF Rights Of The Child.

In order to support children in understanding the rules and to promote good behaviour, we have developed a tariff of reward certificates and system of reflection (sanction).

These are supported by a 'Trackit Lights' system which is displayed electronically on interactive whiteboards in classrooms. (Appendix 1). This system has been adopted, alongside the introduction of houses/house points created with the children, as of September 2021.

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
- House points
- House point certificates when certain threshold of points is reached (bronze, silver, gold, platinum & diamond)
- Positive written comments in books / green highlighting
- Sharing positive aspects with other children and staff
- 1 weekly hard worker certificate linked to academic achievement
- 1 weekly golden pupil certificate linked to 6Rs/ABCDEs/non-academic achievement
- Writing Book
- Head teacher 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 house points. Midday supervisors have also been provided with a notepad and pen to record positive/challenging behaviour. This is shared daily with class teachers after lunch to ensure all behaviour is logged consistently over the children's lunchtime.

Consequences

An escalating tariff of consequences is in place to enable school staff to respond appropriately to incidents of unacceptable behaviour (Appendix 4). 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 given to opportunity to correct their behaviour with a **non-verbal cue/warning**. This could be a shake of the head, redirecting gesture or look in their direction.
- If the behaviour continues, the member of staff will follow up with a **verbal warning**. Reminding the child that they have had a non-verbal cue/warning and now a clear verbal warning has been given.
- If the behaviour still continues, the member of staff will apply an **Orange behaviour** sanction to the child. This sanction does not result in a loss of any house points, it is employed as a final warning. When a child is given an orange behaviour sanction, their name will highlight orange on the classroom Trackit Lights display.
- If the behaviour is **repeated**, the member of staff will apply a **Yellow behaviour** sanction to the child. This sanction results in the loss of 1 house point and the child must spend an allocated amount of their lunchtime in 'reflection.' It is at the discretion of the member of staff applying the sanction whether the child attends reflection for 15 minutes (low-level behaviour) or 30 minutes (more challenging behaviour). When a child is given a yellow behaviour sanction, their name will highlight yellow on the classroom Trackit Lights display. The consistent language used around yellow behaviours is – '**repeated behaviours.**'
- If the behaviour **persists**, the member of staff will apply a Red behaviour sanction to the child. This sanction results in the loss of 2 house points and the child must spend their whole lunchtime in 'reflection.' Extreme red behaviours are linked with SIMs and CPOMS and are immediately flagged by the senior leadership team. When a child is given a red behaviour sanction, their name will highlight red on the classroom Trackit Lights display. The consistent language used around red behaviours is – '**persistent behaviours.**'
- If an extreme breach of the behaviour policy occurs, the child may be excluded from school. All exclusions follow the agreed procedures from the Local Authority.

Early on, during the implementation of Trackit Lights, it was decided that children's names would not change colour when moved to orange, yellow and red. However, staff and children were consulted regarding Trackit Light names

changing colour. Overwhelming feedback suggested that the colours would be useful for staff and children. Based on this, the colours were reinstated.

Rewards and sanctions are displayed in the school link corridor. There is an expectation for a verbal briefing (regarding rewards and sanctions) to take place when supply teachers attend our school to cover classes.

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:

- Monitoring of Trackit Lights undertaken by the Behaviour lead to flag up any recurring behaviours amongst our pupils
- Discussion between staff, Pastoral Team and Assistant Head Teacher / Senco
- 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 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 'Trackit Lights system' and ultimately have whole school sanctions applied to them. We will base the use of these charts on pupil need.

At lunchtimes, a 'reflection' system is in operation. Children who do not meet our behaviour expectations are given a non-verbal, verbal warning, orange behaviour sanction before time in reflection is allocated. 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 and later to report to the 'reflection' room. A senior member of staff is on duty each day and incidents are electronically recorded on a Trackit Lights 'detention list.' The member of staff in charge of reflection will email a list of children present in reflection that day to the school office. An app message will then be sent to the child's parents, informing them of their time in reflection that day.

Midday supervisors understand that we have a house point system in place and are welcomed and encouraged to give out house points for positive behaviour. Likewise, they are also encouraged to apply whole school sanctions should unacceptable behaviour occur.

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'. The latest documentation published by KCSIE (2021), clearly states the crucial role school staff have in engaging with unacceptable behaviour of our children outside of school. We at Sherdley will take on a greater role of monitoring, investigating, and tackling challenging behaviour (particularly the increasing focus of peer-on-peer abuse) beyond our school gates.

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/outside provision.

Any child returning to school, following exclusion will be supported to behave appropriately. They and their parents will attend a reintegration interview with the Head teacher or Assistant Head teacher 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). Key members of staff will attend a further refresher in 2021. 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 Head teacher, 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.

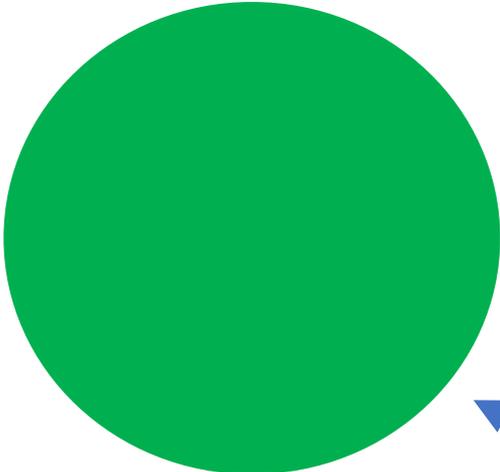
All members of school staff and supply staff will receive a copy of this policy. It is published on the school website and a summary contained within the school prospectus.

This policy is available in alternative formats upon request.

Appendix 1 – Trackit Lights System

Behaviour	Points this year
Aisha Kattan	0
Ajay Robinson	0
Alex Phillips	0
Amber Jackson	-2
Asha Williams	0
Chang Lee	0
Danna Hill	0
David Fisher	0
Emily Stone	0
Ethan Cook	0
George Taylor	0
Helen Walker	0
Ibrahim Assaf	0
Isla Lawson	0
Jacob Ellis	0
James Clark	0
Katie Wood	0
Kia Davis	0
Layla Hasan	0
Lilly Tohan	0
Lily Hughes	0
Mariah Roberts	0
Matthew Russell	0
Milly White	0
Mohammad Bazzi	0
Rita Collins	0
Samira Abadi	0
Sara Allen	0
Stefan Thomas	0
Tomoki Akimoto	0
Zarah Evans	0

Trackit Lights presents all children (Demo class used here) in class on a single display. The children’s house points for the day and for the whole year are shown alongside each other when needed. The display will stay on the board when class teachers are using programs, such as power point and YouTube. The green, orange, yellow and red circles represent behaviours agreed throughout school. See Appendix 4 for more information on orange, yellow and red behaviours.



Green behaviours are positive behaviours. All green behaviours have been agreed on whole school level and link to our 6 Rs and ABCDEs. All green behaviours shown are linked to the award of 1 house point. The awesome behaviour award is worth 2 house points and the super star award is worth 10 house points. The children can achieve certificates when they reach a threshold of house points (see Appendix 2 for more details). House points are also collected and displayed using rosettes in our weekly celebration assembly.

Appendix 2 - Rewards for consistently good behaviour

Children who are consistently awarded green behaviours, earn house points which are collected on Trackit Lights. Once a child had reached a certain threshold, a certificate will automatically generate for them. The behaviour lead will award them their certificate in their classroom.

The behaviour lead and the office will keep a track of certificates.

The thresholds for house points and rewards are listed below:

<u>Number of house points</u>	<u>Award</u>	<u>Certificate</u>
50	Bronze	 A bronze certificate template with a gold border, two gold medals, and a large gold star. The text includes 'CONGRATULATIONS!', 'Bronze Certificate', 'Well Done Pupil Name:', 'Date: 8/2/2021', 'Class: Class Name', and 'Signed:'. It features a circular logo with a tree and the text 'Green School'.
200	Silver	 A silver certificate template with a blue border, two silver medals, and a large silver star. The text includes 'CONGRATULATIONS!', 'Silver Certificate', 'Well Done Pupil Name:', 'Date: 8/2/2021', 'Class: Class Name', and 'Signed:'. It features a circular logo with a tree and the text 'Green School'.
500	Gold	 A gold certificate template with a yellow border, two gold trophies, and a large yellow star. The text includes 'CONGRATULATIONS!', 'Gold Certificate', 'Well Done Pupil Name:', 'Date: 8/2/2021', 'Class: Class Name', and 'Signed:'. It features a circular logo with a tree and the text 'Green School'.
1000	Platinum	 A platinum certificate template with a blue border, two platinum trophies, and a large blue star. The text includes 'CONGRATULATIONS!', 'Platinum Certificate', 'Well Done Pupil Name:', 'Date: 8/2/2021', 'Class: Class Name', and 'Signed:'. It features a circular logo with a tree and the text 'Green School'.
1500	Diamond	 A diamond certificate template with a light blue border, two blue diamonds, and a large blue star. The text includes 'CONGRATULATIONS!', 'Diamond Certificate', 'Well Done Pupil Name:', 'Date: 8/2/2021', 'Class: Class Name', and 'Signed:'. It features a circular logo with a tree and the text 'Green School'.

*Point thresholds may be subject to change this year due to the early nature of the system. More significant prizes will also be applied to platinum and diamond house point winners. This is still under discussion. *

Appendix 3 – Graduated response

There will be occasions where a graduated response is needed to address behaviour concerns. This can be with children and in relation to parents. The graduated response is consistent across school and a copy of the graduated response will be shared with parents should they need to address a behaviour concern regarding their child.

The graduated response at Sherdley is listed below:

<u>Graduated response stage</u>	<u>Member of staff/role within school</u>
1	Class teacher
2	Key Stage Lead EYFS – Caroline Baxter KS1 – Caroline Fleming KS2 – Katie Bennett
3	Emily James - Behaviour Lead
4	Katie Bennett - Assistant Head Teacher
5	Carol Roberson - Deputy Head Teacher
6	Tony McCoy - Head Teacher

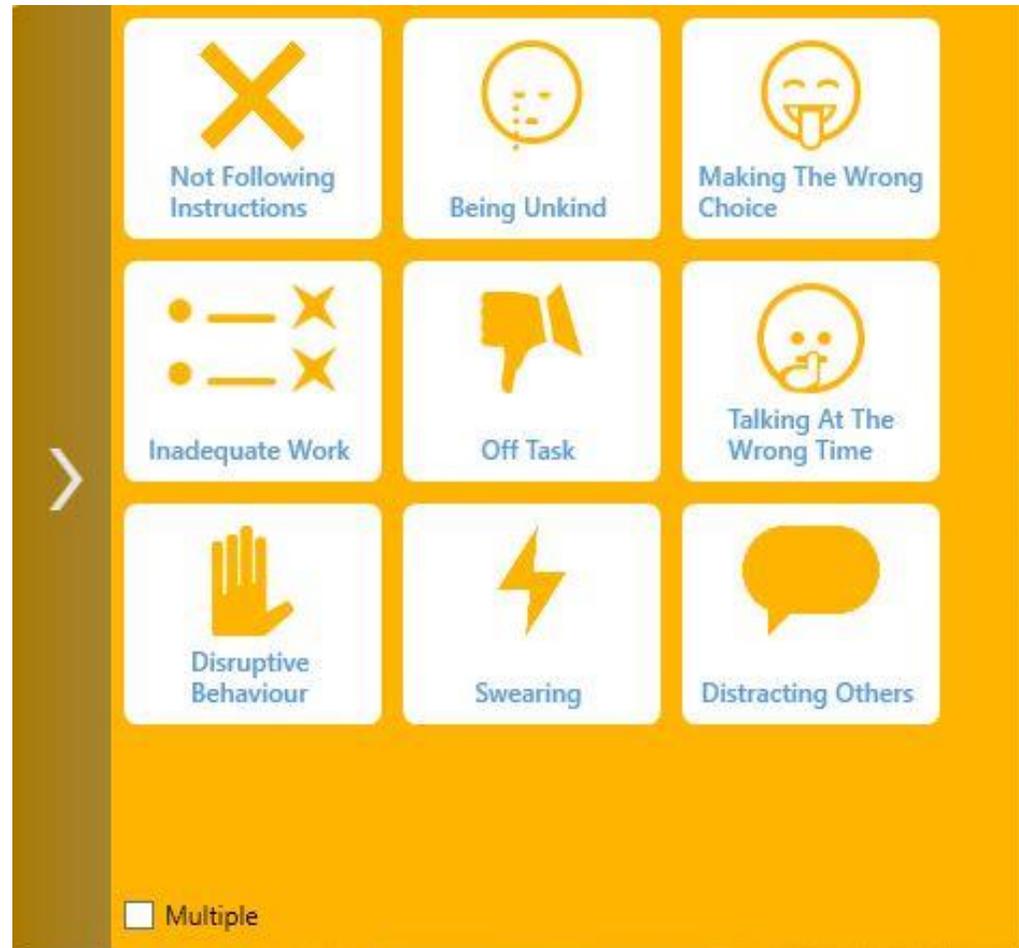
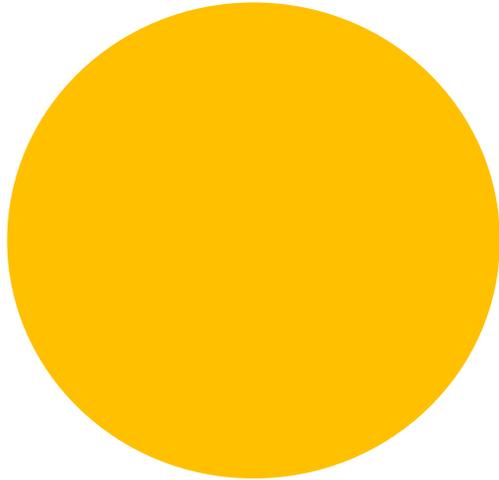
Appendix 4 – Tariff of sanctions/Trackit Light stages

Consequences are structured in a graduated approach in line with our new Trackit Lights system.

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

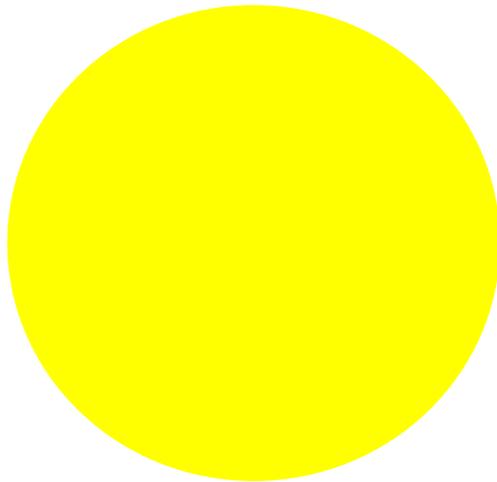
Orange Behaviours

Orange behaviours are shown below. The behaviours are shown this way identically on Trackit Lights. More information on orange behaviours can be found in 'Consequences.'



Yellow Behaviours

Yellow behaviours are shown below. The behaviours are shown this way identically on Trackit Lights. More information on yellow behaviours can be found in 'Consequences.'



 Reflection (30 Minutes)	 Reflection (15 Minutes)	 Repeatedly Not Following Instructions
 Repeated Unkind Behaviour	 Repeatedly Making The Wrong Choice	 Inadequate Work (Repeatedly)
 Repeatedly Off Task	 Repeatedly Talking At The Wrong Time	 Repeated Disruptive Behaviour
 Repeatedly Distracting Others	 Repeated Swearing	

Multiple

Red Behaviours

Red behaviours are shown below. The behaviours are shown this way identically on Trackit Lights. More information on red behaviours can be found in 'Consequences.'

