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Approved:



Positive Behaviour policy

Introduction:

The policy principally relates to the pupils within our school but it is important to recognise that the principles set out here relate to the positive relationships and behaviour of all; this includes amongst staff. The implementation of this policy is everyone's responsibility within the school community.

Aims, Expectations and Principles:

It is a primary aim of our school that every member of the school community feels happy, valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. We aim to help our pupils become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than simply deter poor or anti-social behaviour.

We promote this through:

- Fostering a sense of community
- Providing a warm and supportive climate
- Involving the whole school community in establishing rules and expectations
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations for all

Central to this policy is 'choice'. We refer to 'positive choices' (which lead to good consequences) and choices which are negative (which lead to negative consequences, based around the school agreed system of warnings). There are two key reasons for using the language of 'choice':

- It promotes self-management of behaviour and enables some reflection of what behaviour choices exist/ed. It is intended that pupils will see that there are always different behavioural options.
- It avoids labelling pupils. Instead, we refer to choices we all make and that we should always try to make the right choice. (See Appendix 1) We always praise children for making the right choice.

Praise is key to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. Throughout the school, all stakeholders (staff, pupils, parents and visitors)

should aim to 'catch' and praise good behaviour. It is important to maintain this as it is easy for pupils who consistently make good choices to become 'invisible'.

Roles, Rights and Responsibilities:

Pupils:

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the FIVE simple school rules to avoid wrong choices:

1. We follow instructions
2. We keep our hands and feet to ourselves
3. We treat others as we wish to be treated ourselves
4. We always try our best
5. We speak, listen and act with respect

Class Teacher:

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. This will be done using the class 'zone boards' (See photo in Appendix 2)

With these principles in mind, specific responsibilities of the class teacher are to:

- Praise children on an individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- Follow our reward systems, making explicit why: always state what rule has been broken
- Display the classroom rules and class 'Zone boards' so that these can be referred to- this can help when praise or a warning is being given
- Be consistent with all consequences using the zone boards
- Treat each child fairly, with respect and understanding
- Apply these principles, roles and responsibilities with their own class and around the school including the main hall during assembly times
- Be a positive role model by demonstrating positive relationships with everyone in school
- Keep a record of how many gold awards children have achieved, as well as the quantity of times the pupil has moved into the red zone (including reason for this)
- Reward children with a gold card each time they achieve 10 stars.
- Share with children what they can use their gold credit card to purchase, for example - a front of the dinner line pass, Ipad time, free tuck,
- Having followed regular agreed procedures and consequences, seek help and advice from colleagues, for example, the Senior Leadership Team and Key Stage Leaders
- Liaise with external agencies as necessary to support and guide the progress of each pupil, for example, a social worker or the Behaviour Support Service
- Report to parents about the pupil's social and emotional aspects of school life, including behaviour and relationships
- Seek advice from the Key Stage Leaders and plan interventions as appropriate.

- Store white behaviour slips from lunchtimes in a folder in top drawer of desk. This may be shared with the SENCO or SLT member if necessary. If the behavioural issue is of concern to the Key Stage Leader this may be reported to a DSL to file appropriately within the safeguarding files. White slips will be discussed at Pupil Progress meetings.

Support Staff:

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Head teacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in acknowledging pupils behaving well and verbalising how well a pupil has behaved.

Head teacher:

In addition to the above, it is the responsibility of the Head teacher to:

- Support the staff in implementing the policy, including the above objectives, and by setting the standards of behaviour
- Implementing this policy consistently throughout the school from Reception to Year 6, and to report to governors, when requested, on its effectiveness
- Ensure the health, safety and welfare of all pupils in the school
- Maintain records of all reported serious incidents of misbehaviour
- Issue fixed-term exclusions to individual pupils for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

Behaviour outside school:

The headteacher has specific, yet discretionary statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head teacher the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside shops, in a park, or in the town centre.

Where bullying or anti-social behaviour outside school, including that which is online, is reported to school staff, it may be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Parents:

All parents will receive a 'Zone Board' information booklet that summarises the behavioural strategies used throughout school.

The school works collaboratively with parents so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents of negative and positive behaviours verbally on the day that it occurred.

We expect parents to:

- Respect all adults that work in school and treat them as they would expect to be treated themselves
- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their pupil's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue
- Ensure that they understand the behaviour policy and adopt this alongside the staff

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Leader. If the concern is still unresolved parents should contact the Head teacher. If these discussions do not resolve the issue, parents should follow the complaints procedure set out in the school prospectus

HOME SCHOOL AGREEMENT-

Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

Rewards and Positive Consequences for individuals:

As mentioned above, all adults praise pupils for good behaviour. This is done in a variety of ways:

- Verbal praise will include frequent use of encouraging language and gestures, both in lessons and around school.
- Stickers and stamps
- Showing and telling good news to each other and about each other
- Movement of children's pictures to the silver and gold zones on the zone board
- Displaying work around the school and through achievement assemblies for parents and the community
- Friday Assembly – this is an opportunity to publicly celebrate the good choices pupils have made in school in relation to the five school rules, this could include examples of good work they have been producing. Teachers use the Rainbow of learning behaviours to identify children using the colours and the behaviour that they represent. This also allows the school to

celebrate achievements out of school in order to promote a wider range of interests and recognise pupil's wider talents. (Purple WOW certificates)

Attendance is also rewarded. We give termly certificates for good attendance and at the end of the each term for pupils with 100% attendance.

Rewards and Positive Consequences for Houses:

When children join Abbots Green Primary School they will become a member of a 'Team'. The four teams are Hambling, Campbell, Newson and Peel (based on local heroes)

Within the teams, children will take part in a range of team based activities that will accumulate points throughout the year. These include an event each term such as Sports Day.

Children can also achieve Team points individually for:

- Lining up and walking smartly with pride towards staff and visitors- expectation
- Committing to extra responsibilities throughout school, e.g. librarians, lunch time support, composters,
- Representing the school at a sporting event
- Eating all their lunch
- Supporting peers in class and around the school.
- Actively contributing to class 'Learning Wall's through sharing work or asking questions.

This year we will be using class DOJO to accumulate team points in a competitive way.

We also carry out house Captain assemblies each half term to reflect on our learning behaviours.

Children have the opportunity to work in their teams during Pick and Mix afternoons.

Sanctions and Negative Consequences:

Staff at Abbots Green clearly and consistently employ a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy relationships can flourish.

We consistently apply the Abbots Green school rules;

1. We follow instructions
2. We keep our hands and feet to ourselves
3. We treat others as we wish to be treated ourselves
4. We always try our best
5. We speak, listen and act with respect

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices by the class teacher (use of the class zone board to move a child from the green zone, to orange followed by red), It is important to note that if a child moves to the red zone they can move out of this zone if an improvement in behaviour is noticed. If this occurs, the child can only move as high as the silver zone. Each day the zones will be reset with all children starting a new day in the green zone.
2. Five minutes off break without any activity
3. Key Stage Leader informed of behaviour (by the child) to offer support if appropriate,
4. Key Stage Leader sees pupil and gives verbal warning and child spends time in a different year group
5. Pupil sees the Head teacher and parents are informed either face to face or through a phone call.
6. If a child continues not to follow the 5 school rules and consistently demonstrates a negative attitude to their learning, parents will be asked to meet with their class teacher and a member of the Senior Leadership team on a weekly basis, until there has been a significant sustained improvement. (REPORT Appendix to be added)

Serious misbehaviour, for example, being disrespectful to staff, or fighting is very rare. However, such behaviour would mean warnings start automatically at 3 on the above list. Parents may be informed earlier if there is a pattern of warnings or consistent warnings are being used.

We contact parents so that a consistent message can be given to the pupil from both home and school.

We recognise that there are occasionally overriding circumstances but these are rare and so variation from the warning system is rare. This is to maintain their effect and impersonal nature.

The school expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task.

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity/lesson and prevent the child from taking part for the remainder of the lesson.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (*See Anti-Bullying Policy February 2017*)

Behaviour report

In some unique cases, there may be children that require more support and guidance with managing their behaviour. This would be evident if a child continues to be in the red zone.

****In cases such as these, for children in Upper Key Stage 2, they will lose an entire break time if they end the day in the red zone. However, if they end the day in the red zone more than once in a week, they will then be required to attend a 30 minute lunchtime detention which will be overseen by the UKS2 Leader or a member of SLT. Attendance at detention will be logged for tracking purposes and reported to parents.**

When behaviour is a cause for concern, parents will be informed that their child will be on Behavioural Report **APPENDIX**. This means that children will have their behaviour logged (according to the zone colour) during each session and report to a Senior member of staff throughout the day. Parents will meet with a senior member of staff each week to ensure that there is a significant improvement in their child's behaviour.

Use of Reasonable Force

At Abbots Green, the use of reasonable force (restraint procedures) are an absolute last resort and in accordance with the Education and Inspections Act 2006, staff have a right to prevent a pupil from doing or continuing to do any of the following;

1. Committing a criminal offence
2. Injuring themselves or others
3. Causing damage to property
4. Engaging in any behaviour prejudicial to maintaining good order and discipline in class/ school, where all strategies have been applied, and there is no other option.

All members of staff are also aware of the regulations regarding the use of force by teachers, as set out in the DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school are Behaviour Safe trained to allow them to use appropriate physical contact if necessary, this could range from holding hands with a pupil to intervening if children are fighting one another. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All staff receive training in the correct use of restraint. This training is updated at the required interval.

In the occasional circumstance that physical intervention is likely, children with specific needs will have individual risk assessments that will be reviewed and shared with parents termly.

Confiscation, Searching and screening:

Within Abbots Green, staff have the authority to confiscate a pupils belongings but this must be applied reasonably. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress. Therefore, the following procedures should be followed;

- Children are informed that their property will be confiscated and why, for example, distraction to learning, or posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day and parents will be informed.
- In Year 5 and 6, parents may give consent for a child to bring a mobile phone to school. If the phone is not handed into the class teacher at the beginning of the day, the teacher will confiscate the phone. (See Use of Mobile Devices policy) Mobile phones will be stored in a locked cupboard.

- Items which the pupils should not have in their possession, for example, tobacco, drugs, knives, lighters, laser pens, electronic devices or latest craze toys, may be returned to parents or could in some circumstance be sent to the police.

Staff at Abbots Green are trained in recognising reasons for searching a child using their professional judgement if either the child or others may be at risk. This will always be discussed with a member of the Senior Leadership Team in the first instance.

Staff are not liable for loss or damage of confiscation items if they act lawfully in line with this policy.

Fixed-term and permanent exclusions:

Fixed-term and permanent exclusions will always remain the most serious sanction in the school and be delivered in line with statutory guidance through the DfE policy titled: Exclusion from maintained schools, academies and pupil referral units in England.

These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion and be a last resort, where there is no alternative that would benefit the child. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head teacher informs the parents that they can, if they wish, appeal against the decision to the governing body.

The Head teacher informs the USP Trust, the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring:

The head teacher monitors the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warning system. A record of any serious incidents that occur at break or lunchtimes is also kept. The head teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. Racial incidents and homophobic incidents are also recorded. These are recorded and kept locked in the safeguarding drawer in the deputy head teacher's office.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Inclusion:

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way.

If there are children in school with a Special Educational Need, the use of this policy will be adapted if professionals feel that this is necessary. This will be done in partnership with Key Stage Leaders, class teachers and parents.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy. Where possible, the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning.

Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for all individual needs. (DfE guidance)

Review :

This policy will be reviewed every year as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

Appendix 1: The Language of Choice

Step 1 – Statement of reality (tell them what you see)

'Ricky, you're climbing over the fence.'

Never ask a child why they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop.

After hearing you use a statement of reality, most children will quickly do something to change the behaviour without having to move further down the script. Remember you have to give them 'take-up time' to do this rather than stand over them which, again, can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 – Describe the behaviour you want to see, ending the statement with a 'thank you'

'Ricky, you need to collect the ball by using the gate – thank you.'

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

(Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.)

Step 3 – Statement of choice

If they still do not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out, and you must deliver consequences or the child will learn that you do not follow threats through.

'Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.'

Although it's easier said than done, you must remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, the child will pick up on your tone and may well be aggressive back which will make the situation worse.

If, after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Children love to be praised, even though they may not show it.

'Well done Ricky, you made the right choice.'

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, follow through with the consequences you stated.

Don't give in to protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say, for example, *'In our school, we keep hands and feet to ourselves'*, which reminds them of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 2: Photograph of a Zone board



APPENDIX 3: To be displayed in each classroom for guidance, Professional Judgement and knowledge of the child to be used alongside this.

Behaviour Consequences Grid

Behaviour/Consequence	1 Orange	2 Red	3	4	5	6	7
Low level disruption							
Work avoidance, time wasting							
Constant calling out							
Constant swinging on chairs							
Being disrespectful e.g. back chatting	→						
Verbally abusive e.g. name calling	→						
Hurting other children physically e.g. hitting	→						
Refusing to follow instructions	→						
Leaving without permission	→						
Bullying	→						
Verbally abusive e.g. swearing	→						
Spitting	→						
Biting	→						
Throwing objects	→						
Homophobic, racial and/or gender comments	→						

1. A reminder about behaviour and choices by the class teacher using Zone boards
2. Five minutes off break
3. Key Stage Leader informed of behaviour to offer support if appropriate,
4. Key Stage leader sees pupil and gives verbal warning

5. Time out of class and 15 minutes of lunch break missed, spending time with a senior member of staff
6. For upper Key Stage 2 pupils, children will be kept inside for the whole of lunchtime with any senior member of staff. Parents will be informed when children reach this stage, using a consequence form and a face to face conversation or phone call
7. Pupil sees head teacher and parents are informed either face to face or through a phone call
 - Incidents starting at 3 and onwards need to be logged using appropriate behavioural log sheets
 - Consequences start at the shaded square
 - Use professional judgement, where necessary, to decide the best course of action