



St. Margaret's-at-Cliffe Community Primary School

Policy on Positive Behaviour

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Signed : _____ Jane Nightingale, Chair of Governors

Signed : _____ Helen Comfort, Headteacher

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see Single Equality Scheme).

1. Introduction:

It is important that, as a school, we provide a supportive framework for children as they learn how to care for and respect themselves and others as responsible individuals. An integral part of this involves displaying to the children, positive expectations and clear guidelines for acceptable behaviour as well as learning what constitutes unacceptable behaviour and how to take responsibility for these behaviours. We recognise that this is a learning process and that children progress at different rates and need different levels of support in understanding that their actions have consequences. This policy allows for the consistent application of rewards and stepped sanctions so that every member of the school community understands our philosophy and approach to behaviour management.

2. Principles underlying this policy:

Our Positive Behaviour policy, together with our Personal, Social and Health Education curriculum, is designed to help pupils understand how membership of a community confers duties, responsibilities and rights upon the individual.

The aims of this policy are to:

- Encourage good behaviour in children
- Promote their positive attitudes
- Develop the children's moral codes and values
- Prepare pupils for citizenship

The school has a set of rules which establishes the standards of behaviour both in class and throughout the shared areas of the school.

Our School rules:

1. I will listen carefully and do as I am told the first time.
2. I will be gentle, kind and helpful.
3. I will look after all property.
4. I will call people by the name they like.
5. I will move safely and sensibly around the school.
6. I will be honest and hardworking.

3. Supporting positive behaviour.

3.1 Circle Time and the Pastoral Care System

In our school we:

- Use regular circle time activities to improve the quality of relationships within the classroom. Circle time helps pupils to discover more about themselves, their strengths, feelings, preferences as well as discovering more about others. Circle time helps to improve interpersonal skills, resolve conflicts and to develop problem solving abilities.
- Use small group social skills and self-esteem programmes to develop confidence and social interaction skills
- Have a Buddy System, where Year 5 and 6 pupils help to support the younger pupils on the playground at lunchtimes.
- Have an emotions box (or similar system, varying by class) to provide one-to-one pastoral support when requested by the child.
- Encourage individuals who have behaviour management issues to recognise their own 'triggers' and take 'time out' from the situation.
- Use ABC charts as an analysis of behaviours, in consultation with the SENCO and Head Teacher if required.
- Encourage pupils to develop the skills to know when and how to share problems with adults and the skills to solve minor disputes independently.

4. Rewards for Positive Behaviour

It is important that the positive aspects of praise and rewards should have great emphasis. Evidence suggests that better standards of behaviour are achieved where there is a healthy balance between rewards and sanctions and where good behaviour is rewarded.

4:1 Guiding principles –

Rewards are intended to

- reinforce the behaviour we expect
- boost the self-esteem of individuals
- help children to learn that the consequences of good behaviour are pleasurable, deserve recognition and are valued in school in the same way as academic effort and achievement.

4.2 Types of reward

Pupils who uphold the aims and values of the school may be rewarded in a variety of ways:

Rewards

- Non-verbal rewards – e.g. smiles, thumbs up.
- Verbal or written praise from the class teacher or supervising adult
- Stickers from the teacher or supervising adult
- Golden time.
- Sharing work or event in assembly
- Verbal praise, written comments and sticker on work from Head Teacher or Assistant Headteacher.
- Individual class reward systems are applied by the class teachers, for example, star of the week, table of the day
- Head Teacher's award – each teacher nominates a pupil each week. These pupils are awarded a certificate and sticker in a special assembly.
- House points
- Awarding of privileges or posts of responsibility.

5. Sanctions for unacceptable behaviour

Pupils who fail to uphold the aims and values of the school will be sanctioned depending upon the severity or the persistence of their inappropriate behaviour. The following behaviours are unacceptable:

- Disruption of learning – calling out, interrupting others, causing a disturbance
- Disrespect and disobedience
- Dishonesty
- Swearing
- Name calling
- Fighting or violent behaviour
- Threatening behaviour or bullying

- Destruction of property
- Stealing
- Leaving class without permission
- Sexual, racial, physical or verbal harassment

5.1 When dealing with unacceptable behaviour, staff should ensure that sanctions/punishment:

- Are appropriate to the individual
- Are immediate, consistent and fair
- Are positive i.e. critical of the behaviour but not of the child

5.2 Staff will adopt a proactive response to managing behaviour; this is one where we are assertive, consistent, skilled and professional in our approach.

This is more effective because:

- Wherever possible, teachers should use de-escalation strategies to manage pupils' behaviour positively. Staff aim to spot and predict possible situations and so diffuse them before they can begin or escalate.
- Tactical ignoring is used for low level behaviours and a nearby pupil is praised for their appropriate behaviour.
- We state clear, reasonable expectations then allow take-up time so that the pupil can conform without the adult's attention on him/her. (Having made a request or given an instruction the adult turns away and allows the pupil time to comply).
- All children are treated fairly and equally and any variations in the policy that have been agreed for specific individuals are communicated in an appropriate manner to their peers.
- We don't take poor behaviour personally but remain calm and do not over-react to provocation.
- We appreciate that some children will need more support with learning appropriate behaviours.

5:3 Sanctions or punishments should be staged:

We strive to provide a learning environment, in which children can flourish and achieve their very best; consequently unacceptable behaviours will result in a sanction that impacts immediately to enable children to start sessions with a positive attitude, a clean slate. Therefore time will be lost as near as possible after the issuing of the sanction, from the next break or lunch time play.

- Stage 1: Make it clear to the child that you are aware of their behaviour and that it is unacceptable e.g. through a look, a pause, one word or a hand gesture
- Stage 2: Give a verbal reminder clearly focused on the primary behaviour (avoiding being distracted by secondary behaviour). Make it clear that a change in behaviour is expected. Offer the child a choice, either they behave in accordance with the school rules of conduct, or a sanction will apply.

NB: No staff should ever publicly humiliate a child when responding to unacceptable behaviour

- Stage 3: Same or further rule broken = **warning**, lose 2 minutes, name recorded. These lost minutes may be earned back through sustained improvement in behaviour for 30 minutes. The professional judgement and discretion of the staff and consideration of the nature of the incident will be applied for each case.
- Stage 4: Same or further rule broken = **yellow card** issued, 2 more minutes lost, name and reason recorded.
- Stage 5: Same or further rule broken = **red card** issued, 5 more minutes lost, name and reason recorded.
- Stage 6: 2 Red Cards issued. If the undesirable behaviour persists, and 2 red cards are issued in a week, children should be sent to the Headteacher or Assistant Headteacher's office. The pupil will need to be escorted by an adult or if impractical a responsible classmate. A letter will usually be sent home to inform the parents of the behaviour and a record made in case a pattern emerges. On these occasions the pupil may then be asked to work, for the remainder of the session, outside of their classroom to enable other children to continue their learning without disruption.
- Stage 7: Where a child's behaviour continues to be a cause for concern and red cards are persistently being issued, parents will be invited to discuss their child's difficulties with the class teacher. For children whose behaviour results in four red cards being issued in any school-term, an Individual Behaviour Plan (IBP) should be established and a behaviour modification / motivation chart put in place for the child. This should include realistic targets and rewards. Parents will be asked to support the school in conveying to their child the unacceptability of their behaviour. Termly meetings will be held with the parents and class teacher, and the SENCo if required, to review the progress of the targets.
- Stage 8: Where these steps do not result in improvement in behaviour, or where a child's unacceptable behaviour causes injury or risk of harm (emotional or physical) to another, or deliberate damage to

property, the Headteacher / Assistant Headteacher should be involved. An immediate sanction will be applied, e.g. internal exclusion, and parents informed.

Parents will then be involved by: -

- Letter home outlining events, actions and consequences and/or a formal meeting with parents, child and school to discuss ways forward

Stage 9: In extreme cases, where attempts to modify a child's behaviour have been unsuccessful, the child may be excluded for a fixed term. If an offence occurs of an extreme nature, such as physically attacking a member of staff or another child, exclusion could be an immediate punishment. A pastoral support plan will be put in place for any child who is at risk of exclusion.

Stage 10: In very extreme cases, where attempts to modify a child's behaviour and the intervention of outside agencies have been ineffective, a child may be permanently excluded from school. Permanent exclusion could be triggered as a result of extreme behaviour and, on these rare occasions, may occur without prior notice.

We recognise that some children are subject to extreme behaviour, emotional and social difficulties (BESD) and can demonstrate withdrawn or isolated, nervous, anxious or depressed behaviour while others act out their anger and frustration with very poor social conduct. We recognise that pupils presenting emotional, behavioural and social difficulties may act unpredictably, unusually or in an extreme fashion in a variety of social, personal or physical settings. Some will have emotional needs and/or behavioural and social problems which interfere with their own ability to learn effectively. Those pupils experiencing such difficulties well outside the normal range for their age or gender could be described as having mental health problems or disorders.

Arrangements to meet their needs are likely to be determined as the outcome of multi-agency assessment and planning. All factors will be taken into consideration and effective procedures put in place to support and monitor the child's emotional well-being and learning. The school also recognises that all children have a right to learn regardless of their difficulties and a right to learn in a safe and secure environment. We aim to keep to a minimum the impact their difficulties may cause to the disruption and learning of other pupils.

6. Early Years Foundation Stage (EYFS)

Each year the children in our reception class create their own 'Class Rules' which includes the expected positive behaviour that will be seen in the classroom. In the EYFS children will be rewarded for positive behaviour using praise and rewards. These rewards are intended to reinforce the behaviour we expect and to boost children's self-esteem. The positive behaviour will be rewarded using:

- Non-verbal rewards – e.g. smiles.

- Verbal praise from the class teacher, teaching assistant or Headteacher.
- Written praise in books with a stamper or written words

Pupils who fail to uphold the 'Class Rules,' aims and values of the school will be sanctioned depending upon the severity of the inappropriate behaviour. Children will be told of the unacceptable behaviour and expected to apologise for their actions to the other party. Children will be reminded of inappropriate behaviour. If inappropriate behaviour is displayed three times within the same day children will be on 'time out' for five minutes in a quiet area of the classroom to think about their actions.

If the inappropriate behaviour persists the children will be sent to the Headteacher and parents will be informed. If the inappropriate behaviour continues for a longer period of time the AENCO will be informed and an Individual Behaviour Plan will be written with manageable targets for the child to achieve so appropriate behaviour is displayed.

7. The use of Reasonable Force

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils, either to control or restrain them. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. This school will act in accordance with DFE guidance when considering and using reasonable force.

- 'Reasonable' means using no more force than is needed. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

8. Playtime discipline

Playtimes are necessarily different because of the lack of the classroom formality and structure. There are rules that cover both play and dinner times. Children who break these rules are usually dealt with in the following ways:

- Restricted to part of the playground – defined by the duty teachers/supervisors
- Walking with the duty teachers / supervisor
- Reported to their teacher, by the mid-day meals supervisor as soon as possible, at the end of playtime. Class teachers will then decide if the ladder of sanctions is appropriate.

It may be necessary, in consultation with the Head Teacher, to remove the privilege of playtime for some children because of playtime behaviour. Where this is done, adequate supervision to make this worthwhile will be arranged.

9. Absconders

Within any school community there is always the possibility that a child may become emotionally distressed and try to leave the school grounds. We therefore take as many precautions as possible to avoid this occurrence, these include:-

- A fenced perimeter around the school site
- Ensuring a reasonable ratio of staff to children is maintained at all times
- Discussions with classes through circle time, PSHE, Collective Worship, school and class councils about strategies to avoid confrontational behaviour
- Children who we know have a history of absconding or emotional difficulties which may lead to absconding will be given individual strategies of which their parent/carers will be informed.

If a child does leave the school site the following action will be taken:-

- The child will be called back and encouraged to return.
- If very young we will try to catch up to the child to restrain the child.

- Other children will not be pursued as this puts the child in greater danger of running into traffic.
- Parent/carers will be telephoned immediately. If in the vicinity they will be given the responsibility of locating the child. Police may be involved if parents/carers or school think appropriate.
- If parents are unavailable Police to be called – 999.

When the child has been found it will be necessary to discuss the cause of the incident with the child and parent/carers. Further action to be taken will depend on the nature of this discussion.

It is important to remember that no school can or should have the security measures of a prison. As with all issues regarding behaviour and conformity, co-operation is required on the behalf of the child. Children who break the rules – including absconding from the school site – are choosing to do so. If a child absconds they are choosing to put themselves in a potentially very dangerous situation. We will work closely with the child and their family to aim to prevent a repeat.