All Saints C of E (VA) Primary School, Datchworth

Positive Behaviour Policy

Reviewed by:	**Teaching Staff**
Date of approval:	**March 2020**
School's date for review:	**March 2022**

School Vision

'Walking together, discovering life'

The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

We believe that children thrive in a warm, friendly, secure and well-ordered environment. As a school we try to ensure that all the children feel safe and confident. We also encourage them to develop self-discipline and a care and concern for others, taking responsibility for each other's emotional and social well-being.

Aim

- To involve all members of staff in a whole school commitment to positive behaviour.
- To provide guidelines for acceptable behaviour both in and around school.
- To ensure that school routines are agreed and understood by all members of the school community.
- To ensure a fair and equal system of rewards and consequences for all pupils, which are consistent throughout the school.
- To encourage self-discipline and a thoughtfulness towards others.
- To provide a positive reinforcement for good behaviour.

The Headteacher discusses the school's Christian values regularly with the whole school. These are reinforced by the class teachers.

Whole School Rules

1. Listen and follow instructions
2. Keep hands, feet and objects to yourself
3. Look after property
4. Be a friend
5. Be safe, walk quietly

Rewards and sanctions for the Foundation Stage, Key Stage 1 and 2

Individual Rewards:

- Praise
- Smiley face, stickers, stamps and certificates
- Sticker on a chart
- House Point awarded, using the whole school House system
- Use of the whole school behaviour pyramid
- Take home a class teddy bear and diary
- Being given a special job to do e.g. holding the door open, be first in line, take the register
- Visit another class teacher to show good work (often the Subject Leader for the subject in question)
- Visit the Headteacher to show good work (Headteacher sticker, certificate or note/postcard home)
- Individual mention and receive award in collective worship/Friday's Achievements Assembly/All Saints Notices.
- Special responsibilities e.g. class monitor, librarian

Whole class rewards:

- Praise (with visual record e.g. marbles in the jar)
- House Points (winning House announced in Achievements Assembly)
- Golden Time
- Treat time e.g. Parachute games, story outside

Sanctions for inappropriate behaviour:

- Warning, with an explanation
- Final warning (explain consequences)
- Use of the whole school behaviour pyramid
- Time out (5 minutes on a chair or bench)
- Lose some or all of a playtime
- Name under 'sad face' on board (or 'rain cloud' or red traffic light)
- Traffic light system which allows children to modify their behaviour once warned, in order to stay on green, as opposed to amber or red when sanctions may be enforced for choosing not to behave appropriately
- Lose some or all of Golden Time
- Work in another classroom (sent to 'foster class' with work)
- Visit the Headteacher (accompanied)
- Phone call to parents / letter home / behaviour support plan / book
- In some situations, the use of reasonable force may need to be considered in order to ensure the safety of all pupils and staff. This will be in accordance with the school's Restrictive Physical Intervention policy.

Where appropriate, classes also have their own classroom code of conduct, which is agreed by the children, and is displayed on the wall of the classroom. In this way every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class and uses other strategies e.g. circle time, if necessary.

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Behaviour Code. Sanctions will be used in a balanced way and will focus on the act and not on the child. Children should be helped to understand why their behaviour is not acceptable. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate unacceptable behaviour. Some children, including those with SEND who have specific needs relating to behaviour, will find it continually difficult to follow the Behaviour Code. Reasonable adjustments and individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of external agencies* (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in managing their children's behavioural issues.

* It may also be appropriate to complete a Families First Assessment (Early Help Module) if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion.

Playtime rules for the whole school

- You should only play where you can see an adult.
- Look after the playtime equipment. Report to an adult if any equipment goes over fences or walls, on the roof, or into the road.
- Foundation Stage and Key Stage 1 - only one class at a time will play on the Timber Trail (this will not be used if it is wet and slippery).
- Once outside, you should not go back into school until the end of playtime, unless you have asked to use the toilet.
- On the first ring of the bell, stop playing and stand still.
- On the second ring of the bell, return any equipment and walk to the class line to stand quietly.

Rewards:

- Playground friends nominate pupils for a special sticker in Achievements Assembly
- Praise and mention to the class teacher
- Collecting or returning the bell
- Holding the door etc.

Sanctions for inappropriate behaviour:

- Warning
- Final warning
- Time out on seat or bench
- Shadow an adult on duty
- Sent inside to sit outside the office/staffroom
- Visit to Headteacher
- Possible missing of a future playtime – working in the hall
- Zero tolerance approach to physical/rough behaviour – miss next playtime
- In some situations, the use of reasonable force may need to be considered in order to ensure the safety of all pupils and staff. This will be in accordance with the school's Restrictive Physical Intervention policy.

In the playground, our school has agreed an 'Ignore, Warn & Tell' approach to dealing with behaviour, which empowers children to resolve problems independently initially. In the first instance, children are advised to walk away from behaviour they do not like and try to ignore the situation. If a child persists with the same behaviour towards someone, they should then warn them that they do not like what they are doing and explain that they will tell an adult if the other person continues. Finally if the behaviour still carries on, the child should tell an adult, explaining all the steps they have taken. The adult will then work with the children to resolve the situation and decide if a consequence is appropriate.

Staff complete a behaviour form with the child to encourage them to reflect on the consequences of their behaviour and how this impacts on others. In KS2 children look at this alongside the school creed to reinforce the Christian values and beliefs of the school.

Our school has adopted an approach in line with Hertfordshire Steps which is the local authority's preferred approach to supporting positive behaviour management in schools and settings. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. All our staff have been trained and are aware of how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. Staff are encouraged to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Staff use de-escalation principles which comprise of the following:

- Using the student's name
- Acknowledging their right to their feelings
- Telling them why you are there
- Offering help
- Offering a 'get out' (positive phrasing)

This also includes considering the importance of de-escalating body language:

- Positioning oneself outside of an outstretched arm
- Maintaining a good distance

- Using a sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

The relationship teachers and support staff build with individuals is key to effective behaviour management. In addition to this and the use of their own professional judgment, staff use a range of behaviour management strategies such as:

- Positive phrasing *e.g. "Stand next to me," "Walk in the corridor," and "Walk with me to the library"*
- Limited choices *e.g. "Where shall we talk, here or in the library?", "Are you going to sit on your own or with the group?" and "Are you starting your work with the words or a picture?"*
- Disempowering the behaviour *e.g. "You can listen from there."*

Consequences are applied which link to the behaviour, the effects or impact this has had or the risks which have arisen, where possible. These are often in the form of protective consequences, which involve the removal of a freedom in order to manage harm:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Not able to attend offsite visits
- Differentiated teaching space
- Exclusion

or educational consequences, which offer learning and a greater understanding of the effect of their behaviour, and the teaching and rehearsing of desired pro-social behaviours so that certain freedoms can be returned:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities and learning experiences
- Research
- Restorative meetings

For example, a child refusing to listen and pay full attention in a lesson, may experience the following, using this approach:

Positive phrasing:	Come sit next to me for a story.
Limited choice:	Would you like to sit on the chair or the carpet?
Disempowering the behaviour:	You can listen to the story from there.
Consequence:	We will check you understand the story before going out for break time.

Our school's behaviour policy plans for the majority of our pupils. However, in addition, some children may occasionally require an Individual Risk Management Plan to formalise strategies that differentiate from policy.

Relationship to other policies
This policy links closely to the home-school agreement, the anti-bullying policy and includes the power to use reasonable force, when deemed necessary, to deal with any matters relating to behaviour. It, therefore, also links with the school's restrictive physical intervention policy.

Roles and responsibilities of the Headteacher, other staff and governors in the event of exclusion
The **Headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion

- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of:
  (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one;
  (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five;
  (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** has **an Exclusions Committee**. They will ensure they receive training to fulfil their role. The Headteacher is not a member of this committee.

The committee will have regard to any guidance given by the Secretary of State.

If the **Exclusions Committee** decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

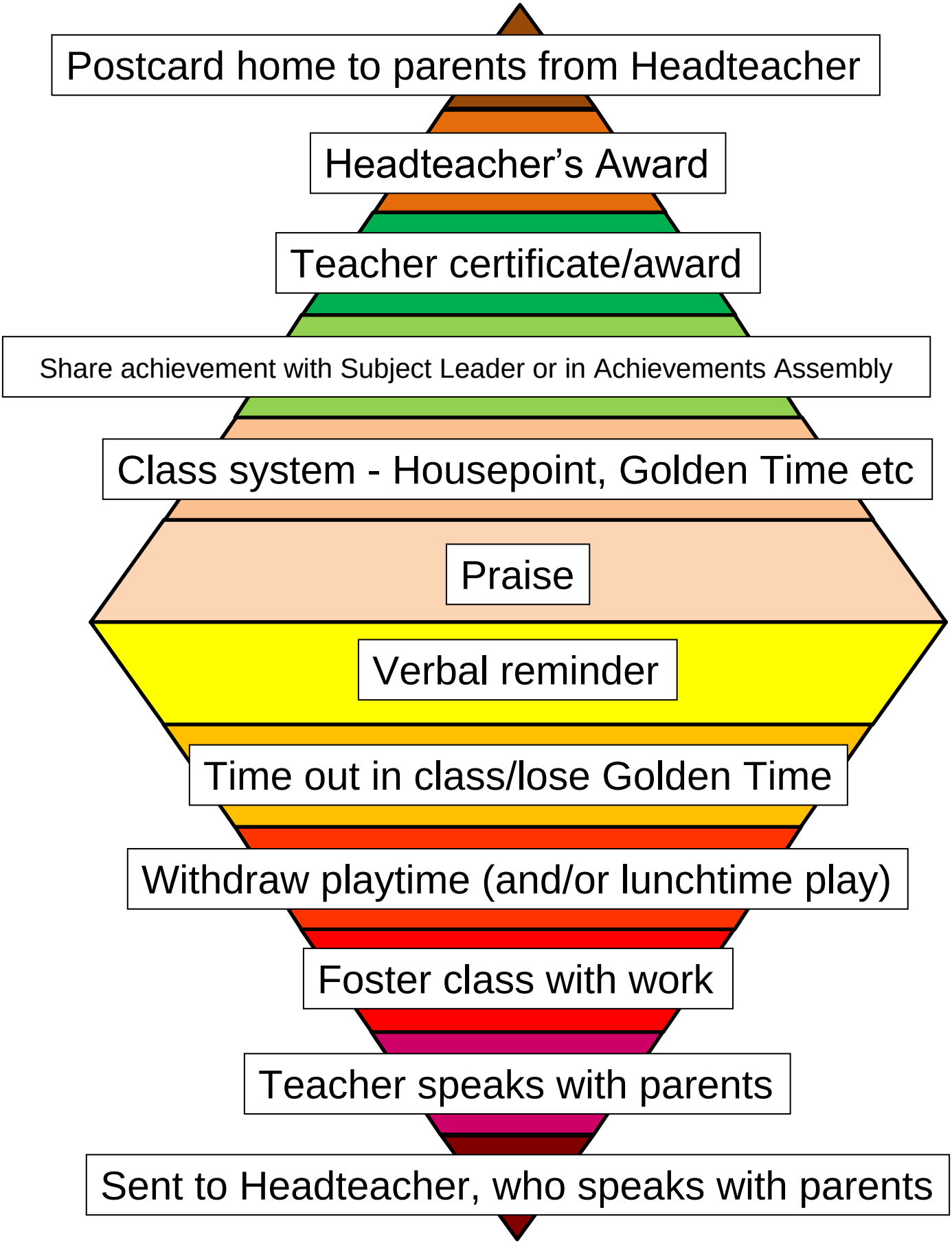
If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Arrangements for monitoring and evaluation
The governing body will evaluate the impact of this policy by receiving information from the Headteacher analysed by year group, gender and ethnicity on:

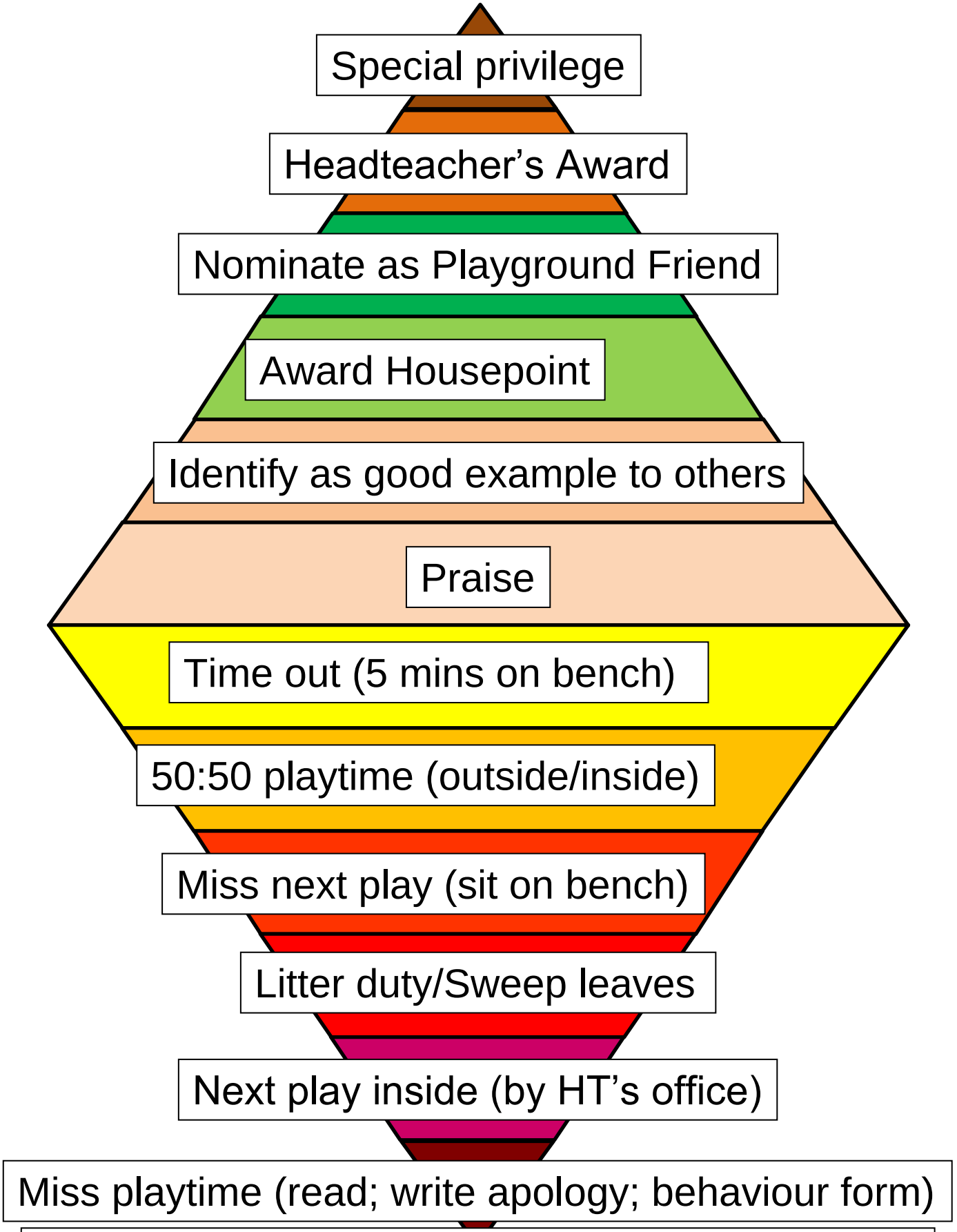
- fixed-term and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour
- instances of bullying and racial incidents, and action taken
- support provided for the victims.

The success of this policy relies on regular and consistent application by all members of staff and a shared understanding of rules, rewards and consequences. The result will be a well-ordered, secure and friendly environment for all our pupils and indeed everyone in the school community.

Behaviour Diamond



Playtime Behaviour Diamond



Playground Behaviour Management

Strategy to help children deal with problems at playtime:

Ignore, Warn, Tell

1st time	**Ignore**: Try to ignore what is bothering you and move away.
2nd time	**Warn**: Tell them to stop and that you don't like what they are doing. Warn them that if do it again, you will tell an adult.
3rd time	**Tell**: Tell an adult and explain to them what you have done to try and solve the issue.

If all these steps have been followed completely, the adult should intervene to make sure the matter is resolved satisfactorily. If the child has made an effort to follow each step, it is important that they feel the adult has listened and acted on the matter.

Talking Feet

If an adult needs to bring children together to discuss and resolve an issue, using 'Talking Feet' to problem-solve peacefully is an effective strategy:

Two pairs of feet – facing each other – painted on the surface of a quiet area of the playground.

Children work through the calming down process and then face each other, standing on the Talking Feet:

READY: *Are you ready to think together?*

STEADY: *Take it in turns to talk about what went wrong.*
Don't butt in when it's not your turn.
Repeat back what the other person has said.
Think of ideas together.
Choose one idea to try.

Script for children to use	
I felt…	*say how you felt*
When…	*say what happened*
Because…	*say why it upsets you*
I would like…	say what you want to happen or change

The adult checks if things are OK.

GO: *Try out your idea. Let me know how you get on.*