

Chapel Street Primary School



Positive Behaviour Policy

This policy has been revised to consider the DfE guidance - January 2016 'Behaviour and Discipline in Schools' and complies with the Education and Inspections Act 2006 – Section 89. This document states that 'Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. It states that teachers have the power to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils.

This policy has been updated on 03.09.18 in line with the revised 'Keeping Children Safe in Education 2018'

Prepared by: Ella Hughes
Approval date: 22nd November 2018
Next review: Autumn 2019
Signed by:

Headteacher:



Chair of Governors:



Positive Behaviour Policy

School is a place where learning is paramount and children are encouraged to develop intellectually, socially, physically, spiritually and culturally. This development can only take place in an orderly and well-disciplined environment where there are high expectations of positive behaviour from all members of our School community and in which **teachers can teach and all children can learn.**

Our aims are:

- to help prepare all children for adult life by providing a caring environment where children feel happy and secure, and can learn to live and work with others. Children are helped to develop self-respect, self-discipline and a high self-esteem giving them the confidence to succeed in all aspects of school life.
- to develop each child's full potential by offering rich, deep learning experiences in line with the National Curriculum.
- to always expect and appreciate good behaviour. We want children to feel secure in any situation and realise that everyone's contribution is valued.
- to support each child's education by working in partnership with parents/carers and the wider community. We will work together to gain success and enjoyment in learning. Parents'/carers' support of school life is very important and any contribution they feel able to make will be greatly valued.

NB: This Positive Behaviour Policy includes our policy and approach to bullying. Bullying is considered 'extreme unacceptable behaviour' and is treated as such. It also reflects our commitment to e-safety and should be read in conjunction with the E-Safety Policy.

Bullying and Cyberbullying

The definition of bullying we use is taken from the SEAL (Social and Emotional Aspects of Learning) resources produced by the DfES as part of the Primary National Strategy.

'Bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.' Page 5; Say no to bullying – SEAL theme overview PNS (DfES) 2005.

We believe that our school has a duty to ensure all children are able to come to school and learn in a safe, healthy environment. Any instances of bullying will be taken seriously and dealt with quickly and firmly.

We expect children to report any incidents that make them feel uncomfortable to an adult. Within school this could be to the class teacher or a member of the support team. Initially this member of staff will investigate the situation. The staff member will then bring this to the attention of the Headteacher, or a member of SLT, who may need to investigate further and contact parents/carers. Working together, appropriate actions, sanctions and support will be put in place to ensure the situation is resolved.

Cyber-bullying will be treated in a similar way. In addition, we will also investigate, to such an extent as is reasonable, any incidences of cyber-bullying that occur offsite that affect any of our pupils. Appropriate action will be taken and parents/carers informed. Children in school will be taught how to respond to instances of cyber-bullying. Our ICT Acceptable Use Policy outlines the

rules that children must follow when using technology in school. The ICT Acceptable Use Policy will be shared with parents so that this guidance can also be followed outside of school.

Racist Incidents

The Steven Lawrence enquiry defined racism as 'any incident which is perceived to be racist by the victim or any other person'.

This definition has been adopted by many public agencies and is the definition we use in school. Any racist incidents will be recorded, following the advice in the DfES document 'The Code of Practice on Reporting and Recording Racist Incidents' (April 2000), and will be reported to the governing body and the local authority.

Isolated racist incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents/carers of all children involved will be informed.

Racist bullying will be treated as 'extreme unacceptable behaviour'. If an incident is investigated and racism is found to be evident then appropriate sanctions will be applied. This will be recorded in our racist behaviour log.

Homophobic Incidents

Homophobic bullying is defined as 'any incident where people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality'. People may be a target of this type of bullying because of their appearance, behaviour, and other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender, or just because they are seen as 'being different'.

Isolated homophobic incidents will be treated and investigated in accordance with the escalations on the behaviour pyramid. Parents/carers of all children involved will be informed.

Homophobic bullying will be treated as 'extreme unacceptable behaviour'. If an incident is investigated and homophobia is found to be evident then appropriate sanctions will be applied. This will be recorded in our homophobic behaviour log.

Behaviour Management

Our approach to behaviour management is to focus on supporting and encouraging positive behaviour. Our clear and simple school rules reflect this approach:

1. Our School Rules

- We look after each other.
- We look after ourselves.
- We look after the environment.

2. Objectives of our Behaviour Management Procedure

We aim to build a climate within school that encourages responsibility and cooperation.

- All staff are required to implement the behaviour policy.
- The behaviour management procedure described below is displayed in each classroom and is fully explained to the children each term.
- All parents/carers receive a copy of the overview and are asked to discuss the overview with their child.
- The behaviour overview focuses on the positive reinforcement of the school rules, with consequences for negative behaviour applied consistently.
- Bullying is dealt with actively and effectively.

3. Supporting and Encouraging Positive Behaviour

Positive behaviour is encouraged in a wide range of ways which are integral to the whole class working day. Looking for examples of positive behaviour in children can make a massive difference to their overall behaviour. So, choosing strategies which reward positive behaviour should always be the first option and is the best way to address and change negative behaviour. These strategies include:

- Building a positive working environment in the classroom.
- Building a positive social and play environment during breaks and lunchtime.
- Gearing the curriculum and the learning environment for maximum success in a wide range of academic and non-academic activities.
- Meditation / Mindfulness at the start of the afternoon session.
- Differentiation for behaviour strategies
- Preventative strategies that are personal to particular children.
- Acknowledging children when they are behaving responsibly, well, positively, thoughtfully, etc. through public acknowledgements, such as in whole school assemblies or at lunchtimes.

Rewards

Children who follow the School Rules will receive the following rewards, individually or as a whole class. These will be determined by the class teachers and teaching assistants and may include:

- ✓ Moved to Gold on Traffic Lights
- ✓ Verbal / non-verbal praise
- ✓ Stickers and positive comments on work
- ✓ Special responsibilities
- ✓ Letters / postcards / phone calls / messages via Class Dojo home to parents
- ✓ Positive visits to other teachers / AHT / Deputy Headteacher / Headteacher
- ✓ Positive meetings with parents
- ✓ Class rewards
- ✓ Prize Boxes

Rewards Continued.

- ✓ 'Dojo's': Children are awarded Dojo's for positive behaviour. Dojo's will be 're-set' at the start of each new half term. They can be awarded for a number of reasons, including:
 - 1 Dojo for every child on Green at the end of the day
 - 3 Dojo's for a child who is on Gold at the end of the day (exceptional conduct)
 - 10 Dojo's for a weekly award in the celebration assembly
- ✓ **Behaviour Treats:** On the last day of each half term there will be a whole school behaviour treat event. These are planned in advance and shared with the children. Children with the most Dojo points will be given 'first choice' in relation to the event. Some children may miss part, or in extreme cases all, of the Behaviour Treat. This will have been communicated with the child, and their parents'/carers', in advance of the event with clear reasons why.
- ✓ **Celebration assemblies:** Years 1 to 6 will attend one Celebration assembly per week. During this a 'Star of the week' is awarded per class. These children will receive a certificate to take home and be rewarded with special privileges during the week.

4. Behaviour Procedure – See Appendix 2

Our most important strategy for preventing behaviour incidents and disruption to learning is a rich, deep and engaging curriculum, with well-planned lessons and learning pitched to provide appropriate challenge for all. Some children, who have a specific barrier to learning (for example SEN), are given individualised learning by their class teachers. This ensures learning is relevant and success is achievable. Staff use a range of differentiation strategies to scaffold and support children in achieving age-related outcomes and give 'in the moment' feedback to guide this.

When dealing with any behaviour at school, staff seek to understand the reasons for the child's behaviour and are proactive in using strategies to first anticipate and prevent and in the event of an incident, to de-escalate wherever possible.

Children are not sent to stand outside a classroom as a consequence for not following the rules.

Wherever possible all staff will seek to address behaviour in a sensitive, respectful and discrete way. All staff will be aware of a child's personal space and potential triggers when dealing with behaviour and ensure their body language, tone, volume, non-verbal cues and words are calm and measured at all times.

Staff are responsible for being proactive in supporting each other when dealing with behaviour and knowing when to seek advice from colleagues or other professionals. Staff must be excellent role models for pupils at all times and demonstrate positive learning behaviours and relationships with others.

All staff of the school, teaching and non-teaching, have a role in effective behaviour management. The procedures below enable the class teacher to manage quickly and effectively any negative behaviour of the children in their class rather than referring matters at an early stage. The aim is to use minimum intervention to maintain positive behaviour and limit disruption to learning.

Positive Learning Behaviours

The Traffic light system is used to maintain positive learning behaviours within the classroom. It is not for managing incidents of unsafe or hurtful behaviour. Where a child demonstrates exceptional positive behaviours they can be moved from green to gold.

The 'warning zone'

This 'zone' provides a bridge between positive comments and reward and actual *consequences* for misbehaviour. Its purpose is to alert the children to the fact that they need to change some aspects of their behaviour and gives them a chance to make different choices. Very often, use of praise for children who are doing the right thing will refocus the children who are not. This should always be used in the first instance.

There are two stages to the warning that teachers use, one after the other.

Firstly, there is a **verbal warning**:

The teacher draws the child's attention to the appropriate behaviour and states clearly what the expected behaviour is. The teacher may then use a phrase like 'I have reminded you of the behaviour I expect and believe you will use this verbal warning to make a better choice about your behaviour'. For some children a visual warning at this stage will be more effective, for example a hand signal, pointing to an image on a poster or picture card.

Secondly, there is an **amber warning**:

The teacher reminds the child they have had a warning and makes explicit the behaviour that needs to change, using a short, clear instruction. This should be phrased positively to tell the children what they need to do, rather than drawing attention to the negative behaviour. For example, "Show me good listening." or "Walk to your table." The child's name is moved to the 'Amber' traffic light.

If the child continues to show negative learning behaviours their name will be moved to the **red traffic light**. When a child reaches the red traffic light they must miss the first five minutes of their next playtime, to catch up on learning they have missed. Teachers will keep an up to date record of behaviour on a register when a child is on red. If a pattern emerges for a particular child, or there are repeated incidents of them disrupting learning, the class teacher is responsible for implementing strategies to reduce these.

Parents/Carers should be informed in these instances and a note made on CPOMS. These CPOMS records will be monitored weekly by SLT.

Each child starts every session afresh – on green. Any consequences from a previous session are not carried forward, unless a child has not been able to fulfil those consequences.

Children are strongly encouraged and supported to earn their names back up the traffic lights, to green, in order to loop them back into positive learning behaviours.

If a child continues to disrupt learning, once their name has been moved to the red traffic light, and despite strategies used by the staff in class to engage them with their learning and support with positive choices, a 'time in' will be used. This allows the child time to self-calm and reflect, whilst still within their classroom, so they are not missing out on any instruction. The maximum 'time in' is the number of minutes matching a child's age.

If a child continues to disrupt learning following 'time in' or refusing to engage with it, they will be asked to complete their learning in a partner classroom. The length of this will depend on the child's age and what is appropriate. It should not be more than one lesson.

Parent's must always be informed if a child has had to complete learning in another classroom and a record made on CPOMS. A colleague or year group lead can provide additional support at this stage, if needed.

The classes are paired up for the purpose of supporting children's behaviour.

In more serious instances, support will be requested from a member of the Senior Leadership Team (SLT).

At each stage of managing behaviour, teachers need to explain why consequences are being followed so children understand and can have the opportunity to make the correct choices.

While the agreed procedures within school and strategies used by class teachers, will have positive impact for most children the majority of the time, there will be some children for whom this is not effective or appropriate. In this instance the class teacher will make a referral to the SENCO and procedures outlined in Section 7 can be followed.

Serious Unsafe or hurtful behaviours

In instances where a child has shown serious unsafe or hurtful behaviours the traffic light system is not appropriate for managing this. Once the situation has been made safe, and de-escalation / distraction strategies used to calm the child, the class teacher will speak with them about their behaviour and the impact of this on others. They will remind the child of times when they have made positive choices and the different impact of this. They will support the child in identifying alternative actions if they are in a similar situation again and strategies for preventing a repeat escalation.

An appropriate consequence will be put in place by the class teacher. This may include staying in for part of a break / lunch time, completing learning in a partner classroom for a set period of time, repairing any damage, helping with clearing away any mess or litter created, apologising to anyone impacted by the incident, doing something helpful or kind.

The class teacher must inform parents/carers of any children responsible for, or affected by, serious unsafe or hurtful behaviours and must record these on CPOMS.

Examples of serious unsafe or hurtful behaviours include fighting, wilfully hurting another child, wilfully destroying property and verbal abuse (of a child or adult).

A colleague or year group lead can provide additional support at this stage, if needed.

A member of SLT should be sought if a situation continues to escalate and remains unsafe.

SLT should be sought immediately in cases of extremely serious, disruptive or hurtful behaviour – particularly where there is a risk of harm and other strategies have not worked.

5. Isolation Rooms

School does not have any specific isolation rooms. However, areas such as the Headteacher's office will be used to allow children to calm down and keep themselves and others safe.

- In extreme circumstances, SLT may decide to move pupils to a separate area away from other pupils for a limited period. All these areas must have adult supervision.
- The school will only move pupils to isolation areas when absolutely necessary, and when the process outlined in Classroom Behaviour Procedure of this policy has been followed and has failed to resolve the behaviour issue.
- The school will ensure that pupil's health and safety is not compromised during their time in the isolation areas, and that any requirements, such as special educational needs, are met.

- The amount of time that a pupil spends in the isolation area is up to the school to decide and dependent on the child's needs.
- The school will ensure that the pupil is not kept in isolation any longer than necessary.
- The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.
- The Headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
- Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

6. Detentions

Detentions will only take the form of a portion of missed playtime, and no more than 50% of the playtime.

- The school will make it clear to parents/carers and pupils that they are able to use detention as a sanction during school hours.
- Parental consent is not required for detentions and therefore, the school is able to issue detention as a sanction without first notifying the parent/carers of the pupil.
- When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs.
- If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

7. Exceptional Cases

We recognise that the whole school approach may need to be broken down into smaller steps for some individual children. This may include children with Social, Emotional and Mental Health needs (SEMH), vulnerable children and children with SEN.

In these cases, the teacher will make contact with the parent / carer at the earliest opportunity and complete a referral to the SENCO.

The class teacher will log all behavioural incidents on the CPOMS system as soon as possible. These will be recorded using the TAR (Trigger, Action, Result) format and include how and when parents/carers were informed and their responses. Wherever possible, the views of the child should also be recorded.

The class teacher, in consultation with the SENCO, will consider specific strategies, pastoral interventions, targets, / rewards / consequences for that child individually. If appropriate, the SENCO will seek advice from outside agencies.

An individual behaviour plan can be set up. These may consist of the following examples, which are largely progressive:

- Behaviour contract based on small targets
- Report card / book between home and school agreed in a meeting with parent/carers
- Involvement of Headteacher

In the cases of a serious incident, the Headteacher may reluctantly take one of the following steps, depending on the severity of the incident and the records of previous interventions / exclusions.

- Seclusion – child spends time in school but out of their class
- Fixed term exclusion (see LA guidelines)
- Permanent exclusion (see LA guidelines)

8. Playtimes and Lunchtimes

Playtimes

At playtimes, children are encouraged through verbal praise to play co-operatively. Dojo's are used to praise children with very good behaviour and are given to the class teacher to record on the Dojo total.

Those who continue not to follow the rules are given a verbal warning and may be asked to stand away from the main activities or stand by a member of staff on duty for a short period of time. Incidents of misbehaviour should be reported to the class teacher at the end of play, as necessary.

Serious incidents may warrant asking for further support from SLT.

Lunchtimes

The procedures for lunchtimes and playtimes outside are the same. The lunchtime behaviour system is based on the same approach as in the classroom.

Rewards

- Verbal praise
- Dojo's
- Stickers
- Highlights of the week
- Lunchtime points
- Golden table

Consequences

- Verbal warning
- Stand with the Lunchtime Organiser for a short time
- Reported to SLO / taken to SLO (Senior Lunchtime Organiser) for timeout
- Reported to the appropriate member of SLT after 3 times in the Lunchtime Behaviour Book. Any matters referred to the SLO should also be referred to the class teacher at the end of the lunchtime.

Severe incidents

Child will be taken to the SLO for time out, who will make a decision about reporting to a member of SLT for a consequence. Parents/Carers will then be informed by SLT.

Children can be sent home for dinner for a fixed period if there is no improvement, as a result of contacting and meeting with parents/carers. This will be recorded as a fixed term exclusion.

9. Items Banned from the School Premises

The following items are banned from school premises:

- Fire lighting equipment including matches, lighters etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs)

- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
- Other items:
 - Liquid correction fluid
 - Chewing gum
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist etc.)
 - Aerosols including deodorant and hair spray
 - Footballs or sports equipment from home / outside of school

10. Confiscation of Inappropriate Items

- All members of staff are permitted to use their power to search without consent for any of the items listed in Section 9 of this policy.
- Searches will be conducted by a same-sex member of staff, with another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, shoes, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The Headteacher will always be notified when any item is confiscated.

11. Use of Reasonable Force

- Members of staff are permitted to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.
- The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
 - Knives
 - Weapons
 - Illegal Drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any articles that have been used, or could be used, to commit an offence or harm.
- Though members of staff are permitted to search for all of the items listed in section 9 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

12. Positive Handling

From time to time there may be an individual child who will require the use of reasonable and appropriate force in order to ensure the safety of the child and those around them. This will always be in the best interest of the child.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. 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.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, staff will generally use force only to control pupils and to restrain them. 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 the 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 need to minimise reasonable force is recognised by all staff, particularly when dealing with children with SEN.

Following any incident where Positive Handling has been used a member of staff will record the incident on CPOMS and parents/carers will be informed. A de-brief, led by a member of SLT, will be completed. This will include all staff involved and take place the same day. The purpose of a de-brief is to learn from the incident and support wellbeing.

Positive Handling Plans

Once positive handling has taken place, or if a child has an Individual Behaviour Plan which highlights this need, the child will have a Positive Handling Plan (PHP). This will allow development of strategies for dealing with individuals and completion of a risk assessment. Any named staff on these plans are given appropriate training as needed.

Parents will be informed and consulted when PHPs are put in place. Once parents have agreed and signed copies of the PHP and Risk Assessment, these will be saved on CPOMS.

Each plan should be reviewed at least termly.

13. Controlled substances

- Chapel Street Primary School has a zero-tolerance policy on illegal drugs and legal highs.
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- The staff member will store the sample in a secure location (the school safe).
- The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- The school will not hesitate to give the police the name of the pupil from whom the drugs were taken, and a full incident report will be completed.
- Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.
- Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

14. Outside school and the wider community

- Pupils at the school must agree to represent the school in a positive manner.
- The guidance laid out in the Positive Behaviour Policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the School Policy.

15. Monitoring and review

- This policy will be reviewed by the Headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- This policy will be made available for inspection and review by the chief inspector, upon request.

Body language and effective behaviour management

Voice

Calm, even, not loud.
Aim for a tone that is reassuring
Offer a sense of participation
Use pauses, don't bombard
Use 'what to do statements' NOT 'what not to do'

Thoughts

Calm, calm
I am not competing
This is my job
This is interesting
Time is on my side

Body Language

Relaxed and still as possible
Shoulders, arms, hands relaxed and down
Move Smoothly and calmly.



Face

Careful use of facial expressions not changing frequently
Don't smile unless you are sure it will diffuse
Use good, attentive eye contact, but be careful about the intensity of it – lower eyes if necessary

Hands

Relaxed and open

Other Issues

Tune into the other person for signals
Be prepared to hand over to another colleague
Think about position;
Don't stand in the other persons centre line

DO NOT

Wave hands and arms around
Clasp hands behind back
Point or use raised finger
Shout
Invade personal space

Positive Learning Behaviours



Green
Start every session
Positive praise
1 x Dojo



**Verbal / Visual
warning**



**Amber
warning**



**Red
consequence**
Miss 5 mins play

GOLD
3 x Dojo
Praise from SLT

Unacceptable behaviours
Name calling / Swearing
Being mean
Hurting others
Lieing
Stealing
Destroying property

Parents & CPOMS
'Time in' (age)
Partner class