

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.

Prepared by: Adrienne Clarke
Approval date: 1st November 2017
Next review: Autumn 2018
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 a broad, balanced timetable 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. 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 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 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:

- ✓ Verbal / non-verbal praise
- ✓ Stickers and positive comments on work.
- ✓ Special responsibilities
- ✓ Letters / postcards home to parents.
- ✓ Positive visits to other teachers / Deputy Headteacher / Headteacher
- ✓ Positive meetings with parents
- ✓ Positive slips home
- ✓ Class rewards
- ✓ Prize Boxes

- ✓ Golden Movie (for children demonstrating consistently outstanding behaviour)

Rewards Continued.

- ✓ 'Dojo's': Children are awarded Dojo's for positive behaviour:
 - 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
- There is an aspirational yet achievable target for the number of Dojo's achieved by each class by the end of the year:
- 4,000 Dojo's - Bronze Award
 - 8,000 Dojo's - Silver Award
 - 12,000 Dojo's – Gold Award

4. Behaviour Procedure

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 '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'.

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

Parents will be informed about their child's behaviour when they have spent time out in another class (Appendix 4)

Children are strongly encouraged to earn their names back up the traffic lights in order to loop them back into positive behaviour strategies.

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

Each child starts each day afresh. Any consequences from a previous day are not carried forward, unless a child has not been able to fulfil those consequences.

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

Teachers will keep an up to date record of behaviour on a register when a child is on red. These sheets will be monitored half termly by phase leaders.

Teachers need to explain why consequences are being followed so the children understand why and can have the opportunity to make the correct choices.

Accelerated Step

Children referred for choosing not to follow the School Rules have progressed through all the consequences and are still not responding or have misbehaved in a particular instance, i.e. for fighting, wilfully hurting another child, wilfully destroying property, overtly refusing to follow instructions, fighting, walking out of class, walking away from an adult, physical / verbal abuse to an adult.


These will be reported to the SLT who will deal with the incident. This may involve the child/children being kept out of the class for a significant proportion of a day.

Behaviour Procedure

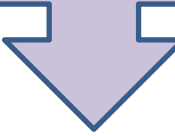
Name placed on Amber circle - Warning




Name placed on Red circle



'Time in' – for as long as age (Aged 10 for 10 minutes)
then back to Green



Time in a parallel class with work (at least 30 minutes
depending on Key Stage) then back to Green



If this happens twice in same day- Time with an
appropriate AHT or DHT (Y6) to complete a 'Think
Sheet' and phone call/letter home

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 of the pupil.
- 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 as adopted for all children may need to be broken down into smaller steps for some individual children. This may include children with behavioural needs, vulnerable children, and children with SEN needs.

In these cases, the teacher will make contact with the parent / carer at the earliest opportunity.

The class teacher should log all behavioural incidents on the CPOMS system as soon as possible. This will be recorded using the TAR (Trigger, Action, Result) format.

The class teacher, in consultation with the SENCO, may consider specific targets /rewards / consequences for that child individually. They should also review the child's position on the stage procedures.

An individual behaviour plan can be set up. These may consist of the following examples (these are largely progressive)

- Behaviour contract based on small targets
- Involvement of Headteacher
- Daily report card / book between home and school agreed in a meeting with parent/carer.

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 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 the Headteacher / Deputy Headteacher being sent for to attend the playground.

Consequences

- Verbal warning
- Stand with the teacher or on their own for a short time
- Report to class teacher
- 3 times in the Lunchtime Behaviour book – reported to 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

Consequences

- Verbal warning
- Stand with the Lunchtime Organiser for a short time
- Reported to SLO / sent 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 sent to SLO for time out who will make a decision about reporting to the Headteacher / Deputy Headteacher for detention the following day.

If a child chooses not to follow rules then the SLT will send a letter to parents/carers. 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:
 - 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 the 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

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, 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.

Positive Handling Plans

Once positive handling has taken place or if a child has an Individual Behaviour Plan which highlights this need, then the child will have a Positive Handling Plan. This will allow risk to be assessed and the development of strategies for dealing with individuals. Parents will be informed and consulted when Positive Handling Plans are put in place.

Each plan should be reviewed half-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

Before referring to SLT please ensure that these processes have all been followed:

Has had one warning – orange circle (or SEMH alternative)

After first warning, has moved back up but now has had to be given a second warning (or alternative)

After second warning, has now had to have 'time in' class

After 'time in' class, has spent time in parallel Class (or alternative)

After 'time out' in another class is still repeating the same behaviours or behaviour has escalated

Circumstances where this process does not have to be followed and support should be sought from SLT:

Extreme physical aggression towards another child or member of staff

Extreme physical aggression towards the environment

Extreme aggressive swearing



Chapel Street Primary School

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Headteacher
Mrs. Sally Lowe

Dear Parent/Carer

I regret to inform you that your child's attitude and behaviour in class has been a cause for concern today.

_____ has disrupted lessons to the point that he/she has had to continue his/her learning away from the classroom. This has disrupted his/her education, that of his classmates and the school in general.

If this behaviour continues it will be necessary to take further action which may include continuing learning in an isolation area as detailed in the school's behaviour policy.

We hope this will not prove necessary and that together we can support your child in making the improvements required.

If you wish to know more about this incident or have any information which we should be aware of, please contact the school office so that an appointment can be made for us to discuss the matter and hopefully agree the next steps to be taken.

Yours sincerely

Year Group Leader.

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Please sign and return to school as proof of receipt.

Name of child: _____

Class: _____

- I acknowledge receipt of your letter dated / / .
- I will make an appointment to discuss the matter.
- I will speak to my child regarding his behaviour in school.

Signed: _____ (Parent/Carer) Date: _____

