



Positive Behaviour Policy

Totnes St John's



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Author	Headteacher	www.acexcellence.co.uk
MAT Schools	Redhills Primary Shaldon Primary Collaton St Mary Primary Galmpton Primary Totnes St John's	

ACE Vision and Values

Our vision is for a MAT that results in personal growth for all. We believe that this personal growth should have wellbeing at its heart. When we use the term wellbeing, we are referring to the potential for all to “flourish, achieving a sense of purpose, leading a full life and thriving.” In order for this to be a reality for every individual child we have the highest of expectations for behaviour in our schools. We believe that children can only achieve their potential where they are surrounded by positive relationships, a feeling of being safe, of being truly valued and where clear expectations and procedures are understood by all.

At Totnes St John’s...

We value each child as an individual and look to celebrate the contribution that each individual can bring to our school. We believe that all members of our school community should experience positive relationships and a feeling of being safe and valued. We recognise the importance of clear high expectations for behaviour in our school and aim to be consistent in principles yet flexible in practice. We recognise that it is essential to aspire to best practice in promoting positive behaviour within our school and the need to regularly review and adapt our procedures.

Our Rationale

To encourage the very highest expectations we aim:

- to develop honesty, fairness, self-control, gratitude and respect in all children
- to teach our children the rewards of good moral character
- to nurture children towards positive self-worth, to develop character and self-confidence in learners
- to encourage children to consciously reflect on their behaviour and make good choices
- to provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- to provide safe, secure, and stimulating learning environments where each individual child is valued
- to secure high levels of achievement and progress for all pupils
- to prevent, identify and respond to bullying by following Totnes St John's Anti-Bullying policy
- to secure an inclusive learning environment and to support individual children under the Equality Act 2010
- to teach positive behaviour and effective management of emotions, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- to offer additional support and intervention for children, as appropriate
- to enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- to develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own attitudes, values, beliefs
- to provide a calm atmosphere where by children can manage transitions smoothly throughout the school
- to encourage children to appreciate our school environment and understand the importance of conservation
- to train and develop all staff to effectively follow the behaviour policy

Our Purpose - Achieving Excellence, Cultivating Character, Empowering People

To achieve excellence, cultivate character and empower our children:

- to develop morally, socially and healthily (as part of our commitment to character education)
- to develop responsibility for their own behaviour and for others where appropriate
- to develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- to develop respect for others
- to develop positive attitudes
- to develop an understanding of good citizenship
- to develop a co-operative and collaborative mind-set and approach
- to develop an effective range of strategies for dealing with problems including resilience
- to ensure a consistency of approach across the whole school

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive head or Head of School will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Strategies used to promote good behaviour:

All staff encourage a positive approach to learning and discipline throughout the school and in their classrooms. The school rules, displayed throughout the building, reflect this positive approach and are a constant point of reference for expected standards of behaviour. The following strategies are employed to promote a good learning environment and to help to prevent discipline problems arising:

- Well organised classrooms, with appropriate materials and resources.
- Careful planning of the curriculum with differentiation for the individual needs of the child.
- A system for rewarding positive behaviour and personal achievement.
- A clear set of positive rules that are reinforced regularly.
- Aesthetic displays of children's work throughout the school.
- A well supervised, stimulating playground environment with suitable equipment for play.
- The PSHE curriculum is used to teach children about their own behaviour and to help them in developing strategies for dealing with the behaviour of others.
- Giving children responsibilities, such as being given roles to encourage independence, maturity, positive behaviour and an understanding of the role we all play within a community.

Praise and Reward System

We always place the emphasis very firmly on rewarding the positive but at the same time we demand high expectations and will ensure inappropriate behaviour is dealt with swiftly, promptly and fairly.

- A whole school reward system for good behaviour is operated; all pupils throughout the school are awarded stars.
- Class rewards are given for effort, behaviour and achievement, as appropriate to the needs of each class.
- Gold stickers are sent home to recognise good work or progress. These are issued by the Head of School.
- Head Teacher's certificates are sent home at the end of each term for children demonstrating exceptional behaviours or progress in positive behaviours.
- Each week children from each class have their achievements recognised by being awarded Silver certificates during Celebration Assemblies.
- Lunchtime rewards for good behaviour given by Meal Time Assistants.
- Special responsibilities are given within the class e.g. taking the register.
- Special school responsibilities are given to children e.g. School Council, Library Monitors and House Captains etc.

We aim to have the highest possible consensus about standards of behaviour among staff, pupils and parents. All our children understand the School Rules and the reasons for them, as well as the sanctions that will be imposed if they are not followed.

Our School Values

We believe that good behaviour originates within our school values: these are: Responsibility, Respect, Curiosity, Courage, Tenacity and Hope.

Our approach is to praise children for being good and reward them with encouragement.

- Try our best at everything we do
- Support one another by being positive and helpful when we can
- Look after our property, the school's property and each other's.
- Be on time and ready to learn
- Kind hands, feet and words
- Respect other children's right to learn and teacher's right to teach.

We wish our children to show independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing a respect for other people and property.

Unacceptable anti-social behaviour is not tolerated. Parents are informed of a serious breach of good behaviour and joint action is taken in the best interests of the child concerned.

We do ask for support from parents and it is sometimes necessary to enlist your help in discipline matters so that we may all work together ensuring a consistent standard of the very best behaviour.

What is Unacceptable Behaviour?

Behaviour that challenges the normal order and efficient running of the school, behaviour that is prejudicial to learning of self or others, or behaviour resulting in harm to people or property, whether physical, mental or emotional, is considered unacceptable.

Unacceptable behaviour may include some of the following:

- Refusal to co-operate or act in accordance with the instructions of a member of staff.
- Swearing.
- Hitting, kicking, pinching or spitting at another child, member of staff or school property.
- Verbal abuse, racist comments or aggression to a member of staff or another pupil.
- Physical assault perpetrated against a member of staff or a pupil.
- Vandalism towards or misuse of school property.
- Acting in an unsafe manner that is considered prejudicial to the health and safety of the individual or the wider school community.

Classroom Procedures for Dealing with Unacceptable Behaviour- see also Appendix B

Each conflict is dealt with as it arises, and on its merits by the class teacher. Continuous unacceptable behaviour and the steps are taken to correct it is recorded on CPoms. Any parent involvement is also recorded.

Consequences for behaviours are on a level system that the children know about and are easily understandable:

Level 1. Give class rule reminder, "What is a rule about" . Give a simple direction emphasising the behaviour you expect, "Please sit down quietly" and a time frame in which this should be completed

Level 2. The teacher gives the individual a warning (this will be written on the whiteboard) and a choice:

"I've asked you to sit and work quietly without disturbing the class. If you can't do this, then you will have to move to a table on your own".

Level 3. If the child continues to misbehave they are moved to an isolation table within the class. This should be done calmly without loss of temper. No counselling should take place and isolation should last for a maximum of fifteen minutes.

Level 4. To be kept inside the dining/ upper reception area for Time Out and to have a reflective conversation with an SLT member about their behaviour, this will be for the whole of break or lunchtime. The reflective behaviour sheet **Appendix A**, will be completed

Level 5. Extend above to the whole playtime and lunchtime, this can be carried over to the following days break time if the behaviour has happened in the afternoon. At this point inform the Head of School who will have a conversation with the child in their office. The parent/ carers will then have a meeting with the child and their class teacher to discuss ways forward and to avoid further consequences.

Level 6. If children have 3 Time Outs in a half term period then a behaviour report card will be issued and will be signed off by the class teacher, Head of School and parent/ carer each day. The parent/ carers will then have a meeting with the child, their class teacher and the Head to discuss learning behaviours.

Level 7. Internal isolation spent within another classroom will take place during the school day (half a day initially). The child will have to spend their whole break and lunchtime in the Head of School's office. Work will be provided by child's class teacher to do throughout the day.

Level 8. Internal isolation spent within another classroom for the whole day. The child will have to spend their whole break and lunchtime in the Head of School's office. Work will be provided by child's class teacher to do throughout the day.

Level 9. Fixed term exclusion.

Level 10. Permanent exclusion.

(For level 9 and 10, please see information below on exclusions).

Steps for Dealing with Unacceptable Behaviour in the Playground

We expect:

- children to play together showing tolerance and respect
 - children to be kind to each other
 - children to treat playground equipment carefully
 - children should only be told once
 - children should find non-violent and non-aggressive ways of settling disputes
- Minor incidents are dealt with by the teacher and support staff on duty, who establishes whether the incident is accidental or deliberate. The child is spoken to and asked to give an apology if necessary.
 - More serious incidents are dealt with in the same way by the teacher and support staff on duty. They also inform the child's class teacher who reports it in the class records.
 - The class teacher will also discuss the incident with the child, making it clear the consequences of the behaviour continuing.
 - For persistent unacceptable behaviour, there are a number of strategies that can be enforced (see above).

Behaviour in after-school clubs

Usual school behaviour applies in all clubs. If rules are broken, the following action will be taken:

- A warning – time out is given.
- 2 warnings – parents are involved.
- 3 warnings – excluded from 1 club session.

Consistent inappropriate behaviour could result in a total ban.

Procedures for Dealing with Persistent or Serious Unacceptable Behaviour

In the case of persistent unacceptable behaviour or a serious incident, the Head of Teaching and Learning is informed and behaviour is now at **Level 5** (see appendix for behaviour flowchart). If a one off behaviour is deemed severe enough to bypass **Level 6** then the Head of Teaching and Learning should be consulted.

Exclusion

Continuing incidents of unacceptable behaviour, or any single serious incident, may result in a fixed-term exclusion following discussion with the parent and Executive Headteacher. An exclusion becomes part of the child's school record.

Permanent exclusion is the last option for continuing unacceptable behaviour or can be imposed following a major serious incident.

The staff here do everything in their power to avoid the exclusion of pupils. However, there are some behaviours that will almost certainly result in exclusion.

Some of these include:

- Persistent refusal to co-operate with staff.
- Hitting, kicking, pinching or throwing objects at staff or other pupils as a deliberate act of violence.
- Wilful vandalism of property.
- Deliberately compromising the safety of self or other people, for instance by climbing up, and exiting from the classroom or school building.

Some of these actions may not result in the exclusion of a child depending on external factors. This will be taken into account when these matters arise and a decision made by the Executive Head Teacher and the Head of Teaching and Learning.

Positive Handling of Pupils

Whenever possible staff adopt a positive approach to dealing with disruptive behaviour. It is sometimes necessary to restrain or escort a child and this will involve physically handling the child. Children are only handled as a last resort, where their personal safety or that of other pupils is at risk.

All members of school staff have a legal power to use reasonable force, however, only trained members of staff will be involved when a child is being restrained. The school will make reasonable adjustments for disabled children and children with special educational needs (SEN). If you would like to see further guidance on this please visit the following webpage:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Conflict Resolution

As an important part of the PSHE programme, we are teaching children about how to resolve minor conflicts in a non-violent manner. Children are learning to take ownership of their feelings and being given strategies for dealing with them. They are also learning to recognise a range of feelings and emotions in other people and to understand how these can affect actions.

We are training our children to try to resolve minor conflicts by giving them a choice of strategies and to encourage them in accepting some responsibility in trying to sort things out independently.

Parent Partnership with Discipline

We work together with parents to create an environment which lets the children benefit from the education we provide. When parents bring their children to our school we expect them to reinforce acceptable behaviour and the school rules, as they are there to encourage the children to respect others and their environment.

This Behaviour for Learning Policy is available to parents, along with the Anti-Bullying Policy, through the school website.

When parents and/ or teaching staff make a referral for additional support to be put in place for a child (for example Thrive, emotional support, or other therapeutic sessions) the parent may be given a questionnaire. This is expected to be completed promptly by the parent because it asks a series of important diagnostic questions that help the school pin-point the approach that should be taken to support the child.

As part of this questionnaire, the parent is expected to sign an agreement with the school that the parent may be required to carry out recommendations and possibly attend additional sessions themselves.

POSITIVE BEHAVIOUR POLICY

APPENDIX A

Time Out Reflection Sheet

Reflection sheet

for.....

Date.....

Time.....

What happened?	How did I feel?
What can I do to help myself?	What can adults do to support me?

POSITIVE BEHAVIOUR POLICY

APPENDIX B

Referral System and Consequences

Pre-emptive	<ul style="list-style-type: none"> Put Behaviour Support Plan (BSP) in place before escalation of behaviour
CLASS TEACHER - WARNING - NAME MOVED TO AMBER	<ul style="list-style-type: none"> The matter is resolved and poor behaviour ceases
CLASS TEACHER TIME OUT	<ul style="list-style-type: none"> Time out at playtime or lunchtime Reflection time for some or all of a break – depending on age of child Log updated Incident recorded on CPOMS Parents informed Update BSP
CLASS TEACHER → PASTORAL HLTA → SEN LEAD → TEAM LEADER	<ul style="list-style-type: none"> If there are more than three time outs within a fortnight, class teacher meets with parent to discuss next steps ie... introduce incentive chart/behaviour report book – seek support from Team Leader, SEN Lead, Pastoral Support leader. Discussions to create Behaviour Care Plan with key adults & parents PASTORAL HLTA and Team Leader informed – decision to include support/intervention. SEN Lead to contact external agencies: behaviour support team, Educational Psychologist or further referrals All recorded on CPOMS
PASTORAL SUPPORT LEAD, SEN LEAD OR TEAM LEADER	<ul style="list-style-type: none"> Pupil sent to work in parallel class/timeout in supervised area Parents informed by teacher / Team leader Pupil apologises to class teacher or TA Incident recorded on CPOMS Reflect on Behaviour Care Plan Strategies implemented
TEAM LEADER INVOLVEMENT, SENCO or HEAD OF SCHOOL	<ul style="list-style-type: none"> Pupil withdrawn to complete work in isolation/Internal Exclusion or another appropriate area. Reflect on Behaviour Support Plan – what is working? What is not working? Parents meeting
<i>Significant breach of the Behaviour Policy (including one-off serious incidents)</i>	
HEAD OF SCHOOL EXCLUSION	<ul style="list-style-type: none"> Headteacher takes decision to exclude child Local Authority and local committee members informed Incident stays on pupil's record Re-integration meeting - Pastoral Support Plan Consideration of involvement of outreach or outside agencies Re-adjust Behaviour Care Plan