



# **Clayton Village Primary School**

## **Positive Behaviour Policy**

### **September 2019**

Clayton Village Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the school aims: **'Aim High, Be Respectful, Create Happy Memories.'**

We strongly promote the key principle that:

***"Every child has a right to learn and every teacher has a right to teach."***

#### **At CVPS we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

#### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

#### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session to meet and greet
- Always pick up on children who are failing to meet expectations
- Give first attention to those children who are doing the right thing
- Encourage proud walking and a sense of pride in 'our school'
- Always redirect children by referring to the school's aims and rules
- Be in control of their emotions when speaking to children

#### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Monitor CPOMS to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Deal with primary behaviour
- Always follow up behaviour incidents
- Communicate with parents/carers regularly about positive and negative behaviour

**Children want teachers to:**

- Give them a 'fresh start'
- Help them learn and feel confident
- Talk to children and investigate incidents fully
- Remain calm
- Be just and fair
- Have a sense of humour

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our behaviour principles set out the rules, relentless routines and visible consistencies that all children and staff follow. This will help us create the right culture and promote the culture that we want in our school. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal  
Education

The school has 3 simple rules which can be applied to a variety of situations and are taught and modelled explicitly. The rules are:

- Always follow instructions from a known adult
- Keep your body and objects to yourself
- Speak politely to others

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Always follow instructions from a known adult</li> <li>2. Keep your body and objects to yourself</li> <li>3. Speak politely to others</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to the playground/exit door at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Stickers</li> <li>3. Phone call/text home</li> <li>4. Verbal praise</li> <li>5. Notes home</li> <li>6. SLT praise</li> <li>7. Show work to another adults</li> <li>8. HT award</li> <li>9. Recommendation to HT</li> </ol>

### Celebration Assembly

Each week there will be a sticker and CVPS pen or pencil presented to one selected pupil from each class for the Headteacher award. This is for outstanding achievement (this could be for academic achievement, good citizenship or extra effort) that week. This will be published on the school website. In addition parents will receive a text message from school informing them that their child has received the Headteacher award. On special occasions a child may be recommended to the HT for continuous outstanding behaviour including learning behaviour. They will be a role model within our school who can be relied upon to set an example to other children. They will be rewarded with a special gold star which they can wear on their uniform. The lunchtime supervisors will also recognise children who have gone over and above during lunchtimes during the week. Each supervisor will pick one child to receive the fast track token.

<b>Stepped Consequences</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p><b>A reminder of the three school rules delivered privately wherever possible.</b></p> <p>I noticed you chose to ..... (noticed behaviour)  This is a REMINDER that we need to follow the school rule.... (repeat which school rule they have broken)  You now have the chance to make a better choice  Thank you for listening</p> <p><i>Example - 'I notice that you're running. You are breaking school rule number 1. Remember that in school we proud walk. Please show me your proud walking. Thank you for listening.'</i></p>
2. CAUTION	<p><b>A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</b></p> <p>I noticed you chose to ..... (noticed behaviour)  This is the second time I have spoken to you  If you chose to break the rule again there will be a consequence  Think carefully about your next step</p> <p><i>Example – 'I notice that you are not getting on with your work. This is now the second time I have spoken to you about this. You are choosing to break rule number 1. If this behaviour continues then there will be a consequence. Think carefully about your next step.'</i></p>
3. LAST CHANCE	<p><b>Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the 30 second scripted intervention. If a child reaches this step, then 2 minutes is owed</b></p>

	<p><b>after class. This is not part of some future negation on behaviour. It cannot be removed, reduced or substituted.</b></p> <p>I noticed you chose to ..... (noticed behaviour)  This is the third time I have spoken to you.  You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),  Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking school rule number 1. You have now chosen to catch up with me at playtime for 2 minutes. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Remember you can make the right choice and show me you are ready to work. Thank you for listening.'</b></p>
<p>4. TIME OUT</p>	<p><b>Time out might be a short time outside the room, on the thinking spot or on the bench outside at playtime. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Timeout needs to be recorded on CPOMS.</b></p> <p>I noticed you chose to ..... (noticed behaviour)  You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)  Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)  I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of speaking politely to others. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>If a child is receiving time out it should be no longer than 5 minutes in the class or in another class. If the child goes to another class, their behaviour is not to be discussed by any other adults.</b>  *DO NOT describe a child's behaviour to other adults in front of the child*</p>
<p>5. FOLLOW UP – REPAIR &amp; RESTORE</p>	<p><b>This might be a quick chat at breaktime/lunchtime or a more formal meeting such as a restorative conversation. In the playground this might be a private chat in the playground or the child might be brought inside for a more formal meeting. Not every incident needs to be resolved with a restorative conversation but all behaviours need to be followed up with a conversation with that adult.</b></p> <p><b>A restorative conversation needs to used when trust is broken or when the behaviour has gone under and below the minimum standards. When tempers are frayed, when manners have disappeared or when things have been said that should not have been said.</b></p> <p><b>It is important that the restorative conversation only takes place when everyone is calm. Please remember that recovery time after a period of crisis is, on average, 40 minutes.</b></p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>

	<b>As we will not address secondary behaviour during the stepped consequences, it may be appropriate to make a note of them and follow up in the restorative conversation.</b>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

### **30 Second Scripted Intervention**

The 30 second interventions demands careful and often scripted language. It is carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).' It should leave the child thinking about their actions and knowing that someone important believes they are better. At the pivotal point of behaviour management, you can address difficult behaviours while leaving your relationship with the child perfectly intact.

There is no one 'correct' script and you may have to adapt it for your context. However, this can be the basis for your intervention.

I noticed you are ... (having trouble getting started/shouting out on the carpet/throwing pencils)

It was about .... (not following adult instructions/keep your body and objects to yourself/speaking politely to others) that you broke

You have chosen to .... (give me two minutes at the end of the lesson/move to another table/catch up with your work at home)

Do you remember last week when... (arrived on time every day/got that positive note/completed all your work)

That is who I need to see today...

Thank you for listening (Then give the child some 'take up' time)

For other assertive micro scripts please refer to page 103/104 of When Adults Change Everything Changes.

### **Behaviour Conversations**

On occasion a pupil's behaviour may be escalating and give cause for concern. You may want to speak to the child privately away from their peers to discuss what the problem seems to be. If appropriate you may want to reiterate the expectations of behaviour in a more authoritative environment. Therefore, a member of staff may have a behaviour discussion with the pupil in either the Head teacher or AHT's office. This may take place at any point during the stepped boundaries and is down to the professional judgement of the adult dealing with the behaviour.

### **Catching up on Missed Work**

If a child needs to catch up or payback time lost in learning, then the additional work must be completed that evening at home. This needs to be discussed with the parent and returned first thing in the morning. The parent is able to see that there are expectations which are not being met, the child understands that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult. The parent should be informed of the amount of work that must be completed and an indication of time it needs to be completed.

### **Sanctions *should***

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### **Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### **Adult Strategies to Develop Excellent Behaviour**

IDENTIFY the behaviour we expect  
Explicitly TEACH behaviour  
MODEL the behaviour we expect  
PRACTISE behaviour  
NOTICE excellent behaviour  
CREATE conditions for excellent behaviour

### **Language around Behaviour**

At Clayton Village Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

### **CPOMS**

Behaviour incidents may be logged as a way of recording ongoing behaviour issues or more extreme behaviour. This may be used as an observational tool that allows staff to record behavioural concerns. Categories on CPOMS for behaviour logs are: Time Out, Playground Behaviour, Off Site Behaviour, Parental Contact Behaviour, Exclusion, Seclusion.

If a child receives a time out, then this needs to be recorded on CPOMS and SLT tagged.

If a parent has been contacted with regards to a behaviour issue, then this needs to be logged on CPOMS and SLT tagged.



If a member of SLT has been part of the follow up conversation, then this needs to be logged on CPOMS and SLT tagged.

All racist and homophobic incidents will be dealt with by the adult who has witnessed them but they will be reported to the Headteacher. These will be reported on CPOMS as racism or homophobic by the adult who witnessed it and investigated it.

All allegations of bullying will be investigated thoroughly by the adult involved. The outcome of this investigation will always be shared with SLT and reported to parents if appropriate. If a proven bullying incident (including cyber bullying, homophobic bullying and bullying related to disability) has occurred then this will be reported on CPOMS as bullying.

The AHT will regularly monitor behaviour logged on CPOMS and will report back to the Headteacher, SLT and Governors.

## BEHAVIOUR PATHWAY



Reminder  
Caution  
Last Chance  
Time Out

Follow up/Reparative Conversation (It may be appropriate to ask a learning mentor or pastoral support worker to prepare the child for the follow up/reparative conversation)

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

Speak to HT/SLT without the child present

Speak to the child with HT/SLT present

Parents phoned

Parents called to school

Seclusion

Exclusion

### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Individual Behaviour Plans' and if required a 'Positive Handling Plans'. Please refer to the Positive Handling Policy.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as a last resort and by trained staff only.

Trained staff are:

Heidi Rahim (AHT)

Caroline Tomkinson (Learning Mentor)

Jamie Waterman (Pastoral Support Worker)

### Using reasonable force or other physical contact

Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils and follow the Positive Handling guidelines and our Positive Handling Policy.

The school will record all serious behaviour incidents and any restraints on CPOMS.

### Exclusion

**Internal exclusion (Seclusion)** can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the SLT whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with

their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day by a member of the SLT.

**Longer term internal exclusion (Seclusion)** will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours. The SLT will ensure where and when this will take place and ensure the provision for the pupil during the day.

In cases of extremely serious misbehaviour exclusion will be considered. A decision to exclude a pupil will be taken only:

- In response to serious breaches of the school's Behaviour Policy
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All exclusions will be at the discretion of the Head Teacher. In the event of the Headteacher making the decision to exclude a pupil for either a fixed term, lunchtime or permanent exclusion, Clayton Village Primary School will follow the procedure outlined in the document below.

- "Exclusion from schools and pupil referral units in England"  
A guide for those with legal responsibilities in relation to exclusion – Department for Education 2011

### **Pupil support systems**

For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers. Our school learning mentor will work closely with targeted pupils and their families. Individual Education plan/behaviour plans will set small and achievable targets and possible resources and strategies will be identified. All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. Staff will be alert to signs of bullying or racial harassment and will follow school procedures for dealing with such incidents (anti bullying policy).

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Safeguarding Allegations**



Occasionally, allegations may be made against children by others in school, which are of a safeguarding nature. These need to be referred immediately to the Designated Safeguarding Lead (The Headteacher) who will follow procedures from the Child Protection and Safeguarding Policy (September 2019).

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Safeguarding Statement**

At Clayton Village Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services Clayton Village Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### **Equality Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**Application**

This behaviour policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

**Monitoring and review** This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy.

It will be reviewed annually and appropriate to new legislation or to the needs of the school.

Please read in conjunction with the following Policies-

- Uniform Policy
- Safeguarding Policy
- Anti-bullying Policy
- Positive Handling Policy

Policy approved by Head Teacher: ..... Date: .....

Policy approved by Governing Body: ..... (Chair of Governors) Date: .....

The date for the next policy review is.....

