



# ALL SAINTS' CE FEDERATION



'Building the bridge to success together with God'

## POSITIVE BEHAVIOUR POLICY

### Philosophy

At All Saints' CE Federation we aim to create a secure, effective and stimulating environment which values every individual child and helps prepare them with skills for adult life. We endeavour to promote enthusiasm for learning across the curriculum and want our children to develop resilience and perseverance in the face of a challenge. Our caring and happy school promotes our core Christian values of courage, community, forgiveness and thankfulness which underpin all relationships in school.

Pupils should have the opportunity within school to be healthy, stay safe, enjoy and achieve their full potential, making a positive contribution to the school environment and the wider community. All children should be treated fairly and favourably and adjustments are made to include all pupils in all activities, wherever possible.

We encourage positive learning behaviours throughout school and take every opportunity to enhance a child's self-esteem by praising achievement and exercising rewards appropriately. We always emphasise the positive rather than the negative aspect of a child's behaviour and model/teach the social and emotional behaviours we want the children to develop.

The Governing Body and all staff believe this is best achieved where there is a common understanding of the school rules and rewards system. A consistent approach is undertaken by all staff in promoting 'the agreed whole school policy' on promoting positive relationships and behaviour and above all the highest of expectations are upheld at all times, with positive attitudes demonstrated by everyone.

The policy should be understood by: pupils, parents/carers, staff and governors.

### Aims

The policy aims to help children become positive, responsible and increasingly independent members of the school community. By using positive language we feel we promote self-discipline and self-management of behaviour and enable some reflection of what behavioural choices exist.

Children who are engaged in making good choices will consequently build positive relationships with their peers and the adults around them. Therefore adult members of the school community should aim to 'catch' good behaviour as often as possible, as many children who always make good choices could become 'invisible'. Proximal praise, when used effectively encourages and promotes positive behaviour choices.

Children who make the wrong choices need to understand there are consequences. We monitor behaviour with a system of warnings to enable children to change and improve their behaviour. Wrong choices need to be challenged appropriately and consistently, following the system we have in place; then the children get a clear message about expectations and boundaries and are treated fairly.

## Rights and Responsibilities of members of the school community

**All children** have a right to learn and play in a safe, caring, supportive and co-operative community.

**Our expectation is that all children:**

**R**espect all other members of the school community, show kindness and forgiveness and demonstrate courtesy and consideration for all. Speak politely and always use good manners. Respect the school environment, their own and other people's property.

**E**ncourage each other, give praise (saying well done) and co-operate with others, give genuine feedback to help peers' learning improve.

**S**peak truthfully and demonstrate honesty at all times, about themselves and others. Think before they speak and act and recognise when they have done something wrong or made a bad choice and apologise for this.

**P**repare for learning. Be punctual, practise; persevere to help them to make progress.

**E**mbrace mistakes and learn from errors. Look at mistakes as a way of moving learning forward; gaining new knowledge, skills and understanding.

**C**onsider choices and think before they act. Behave safely around school at all times and tell an adult if they have a problem or someone else needs help.

**T**hrive together as a team and wear their uniform with pride, representing the school responsibly within the local community. Work together, help each other and celebrate achievements of everyone.

**All staff** have a right to undertake their duties in a safe, caring, supportive and co-operative community.

**Our expectation is that all staff:**

- Promote high expectations of the children in terms of their work ethic, relationships, choices and behaviour, helping each child to work towards their full potential.
- Praise children publicly, making explicit why: e.g. what rule they have followed or the correct choices they have made.
- Follow a consistent approach to behaviour and consequence using our 'warnings system' and record using the agreed approach.
- Give clear instructions, which can be understood by all, rephrasing as necessary.
- Treat all children, parents/carers and other members of the school community fairly and with respect and understanding.
- Be a positive role model, building and maintaining positive relationships with children, staff and parents and carers - communicate with parents/carers at the earliest opportunity.
- Create a welcoming, safe and stimulating environment.
- Monitor behaviour to ensure appropriate levels of support are put in place - communicate with colleagues to ensure this support is effective.

**All parents/carers** have a right to feel welcome and to know that their children are learning in a safe, caring, supportive and co-operative community.

**Our expectation is that all parents/carers:**

- Be familiar with the school rules and support the school with their reinforcement, discussing these with their child as and when necessary.
- Co-operate with the school to ensure effective implementation of the policy; supporting the school's decision when applying consequences to deal with any specific incident/issue.
- Support their child's learning, ensuring they attend school every day and arrive on time; they are presented smartly and are prepared to work hard and learn.
- Inform the class teacher of any concerns or problems that might affect their child's work or behaviour.
- Follow appropriate lines of communication when issues arise, contacting the class teacher in the first instance and then the Assistant Head teachers, Deputy Head teachers and finally the Executive Head teacher.
- Be a positive role model for all children, building and maintaining positive relationships with staff and other parents/carers and their children - using appropriate language.

To ensure everyone's rights are respected we have three key rules to follow, which promote positive behaviours.

### School Rules

<b>Federation Rules</b>
<b>We follow instructions.</b>
<b>We use positive language and only say kind and polite words.</b>
<b>We keep control of our hands, feet and objects.</b>

We acknowledge the good learning choices children make and recognise good behaviour by:

### **Strategies**

- Giving regular verbal feedback and praise to reinforce positive behaviour
- Reference to good role models amongst peers - proximal praise
- Supporting children to make the right behaviour choices using our warnings system
- Classroom traffic light system for Nursery to Year 4 to encourage good learning behaviours (RED, AMBER, GREEN and the GOLDEN light for outstanding behaviour)

**Rewards - Children are rewarded for a range of different reasons and behaviours and some are age/stage dependent.**

### Positive behaviours and rewards

We use Dojo points as our main class-based reward system in school. Each teacher develops their own systems of rewards and praise for their class, based on the Federation's Christian values and the principles set out in this policy, in particular, with a focus on good learning behaviours. Classes will discuss and decide on their 'rule' to promote positive learning behaviours in their classroom at the beginning of the year (a classroom charter). These systems may differ slightly between classes.

**Dojo's awarded in classrooms may be for the following, however the list is not exhaustive.**

- Demonstrating core values
- Making good choices in the classroom
- Following school/classroom rules

- Taking pride with presentation in their work
- Improved handwriting/consistently neat handwriting
- Working well independently, in pairs or collaboratively
- Enthusiastic contributions and good effort
- Respecting resources and the classroom environment
- Presenting good work/completing homework
- Helping others and being kind
- Reading at home at least three times a week and bringing their book bag daily
- Remembering P.E kits, being organized and getting changed quickly
- Being awesome - doing something special

Children will also be able to earn points towards a class reward. Dojo tokens will be handed out to the infant school children and house points will be awarded to the junior school children. These will reflect and recognise our Federation rules, which include good behaviour choices, good relationships and friendship, politeness, co-operation and acts of kindness in school. We will also have a specific positive behaviour focus every fortnight, which will be celebrated in Fridays' worship. The class in each school who earn the most Dojo tokens/house points over the fortnight will be awarded ten minutes 'reward time' which can be exchanged for an activity of their choice. Reward time can be banked and saved up for a longer session. Any class who is awarded three reward time sessions in one term will be able to celebrate with an afternoon treat. For example, a movie afternoon, a teddy bears picnic, a sports activity, a craft afternoon or another special event of their choice.

Teachers are not allowed to award Dojo tokens or house points to the children in their own class.

**Dojo tokens or house points may be awarded for:**

- **Appropriate conduct in and around school** (worship, corridors, classrooms, cloakrooms, dining hall) - Walking sensibly, being quiet, sitting nicely, entering and leaving lessons and worship in an orderly manner, lining up smartly.
- **Respecting the school environment** - tidying and taking pride in communal areas, looking after classroom resources; including own belongings, reporting problems or issues to an adult.
- **Following playground rules** - being a good friend/buddy, good sportsmanship, helping others, stopping and lining up sensibly before re-entering the school building.
- **Good manners, being kind and polite** - holding doors open, saying please and thank you, offering to help, saying good morning, hello and goodbye, paying and compliment or encouraging others.
- **Following the school rules and demonstrating our Christian values.**

In addition to the above rewards:

- Children are congratulated and awarded stickers or other small prizes / treats (staff discretion).
- Achievements and good work are celebrated in the All Saints All Stars book (a text is sent to parents in recognition).
- Certificates are presented in 'Thanksgiving worship' to celebrate Secrets of Success and PSHCE.
- Teachers celebrate achievements with parents through informal chats and at parents' evenings.

### Negative behaviours and consequences

In order to minimise low-level disruption we have developed a classroom warning system, made up of a hierarchy of steps which may result in a consequence, to address negative behaviours. This is followed consistently across the schools, by **all** staff and applies to **all** pupils (unless other

arrangements are in place due to an individual need). This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Staff respond instantly to unwanted behaviour with a polite warning and a reminder of positive choices, with the aim of minimising negativity in the classroom immediately and maximising teaching and learning opportunities for all pupils. At the infant school every child will begin each morning and afternoon session with a 'clean slate', at the junior school children will begin each day with a 'clean slate'. Negative behaviours are dealt with immediately in response to the warning system below. As part of this pupils are actively encouraged to reflect on their actions.

Stage	Classroom Warning System				Recording System
	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6	
<b>1</b>	Eye contact and a verbal reminder of the rules is given	Eye contact and a verbal reminder of the rules is given	Eye contact and a verbal reminder of the rules is given	Eye contact and a verbal reminder of the rules is given	Teachers to record on weekly sheet
<b>2</b>	Name moved on traffic lights to amber. 3 minutes time out within classroom at a dedicated 'time out' spot	Name moved on traffic lights to amber. 5 minutes time out within classroom at a dedicated 'time out' spot	Name moved on traffic lights to amber. 8 minutes time out within classroom at a dedicated 'time out' spot	Pupil to mark their name on the weekly behavior sheet. 10 minutes time out within classroom at a dedicated 'time out' spot	Teachers to record on weekly sheet
<b>3</b>	Name moved on traffic lights to red. 5 minutes time out in another classroom.	Name moved on traffic lights to red. 10 minutes time out in another classroom. Loss of a playtime as a consequence/ reflection time.	Name moved on traffic lights to red. 15 minutes time out in another classroom. Loss of a playtime as a consequence/ reflection time.	Pupil to mark their name on the weekly behavior sheet. 20 minutes time out in another classroom. Loss of a playtime as a consequence/ reflection time	Teachers to record on the electronic behaviour log
<b>4</b>	Removal from class to work in a designated class or isolation. Parents informed. Possible loss of lunch times as appropriate	Removal from class to work in a designated class or isolation. Parents informed. Possible loss of playtimes and/or lunch times as appropriate	Removal from class to work in a designated class or isolation. Parents informed. Possible loss of playtimes and/or lunch times as appropriate	Removal from class to work in a designated class or isolation. Parents informed. Possible loss of playtimes and/or lunch times as appropriate	SLT to record on the electronic behaviour log

Stage	Possible reasons for warnings
1	<ul style="list-style-type: none"> <li>• Not listening and talking when an adult is talking</li> <li>• Poor sitting, rocking on chairs and fiddling with equipment</li> <li>• Disturbing and distracting others</li> <li>• Unkind words and rudeness</li> <li>• Making silly noises</li> <li>• Not on task or completing work to the best of their ability</li> </ul>
2	<ul style="list-style-type: none"> <li>• Repetition or continuation of behaviour at stage 1 in response to a stage 1 warning being given</li> </ul>
3	<ul style="list-style-type: none"> <li>• Repetition or continuation of behaviour at stage 2 after 'time out' has been completed</li> <li>• Refusing to complete work and participate in lessons</li> <li>• Hurting others physically or verbally</li> </ul>
4	<ul style="list-style-type: none"> <li>• Destruction of property (throwing things, breaking things, tipping tables, kicking and punching things)</li> <li>• Assault or physical violence to anyone (adults or children)</li> <li>• Being aggressive or intimidating towards others</li> <li>• Any behaviour which is deemed to be unsafe to themselves or others</li> </ul>

<b>Break time and Lunchtime Warning System</b>	
<b>Stage 1</b> - A reminder of the rules (behaviour and choices)	
<b>Stage 2</b> - 2 minutes (infants), 5 minutes (juniors) in time out zone (no communication or interaction with peers)	Reported to class teacher - recorded on class weekly record
<b>Stage 3</b> - 5 minutes (infants), 10 minutes (juniors) in time out zone (no communication or interaction with peers) <b>Pupils may also have to miss their next playtime as a consequence/reflection time</b>	Recorded with the class teacher on the electronic behaviour log
<b>Stage 4</b> - SLT and parents informed - rest of playtime/lunch time missed plus reflection time at another time as appropriate (decided by SLT)	Recorded with SLT on the electronic behaviour log

*We do recognise that the above system is not appropriate for every single child and where individual needs require a different approach SLT will work closely together with parents/other agencies and consider an appropriate plan (SEND/Behaviour).*

## Exceptions

Stage 4 behaviours are deemed to be more serious such as:

- Continuously ignoring instructions and answering back.
- Fighting, intentional hurting or harm caused to other children or adults.
- Swearing, abusive or threatening language towards children or adults.
- Deliberate acts of vandalism towards school property, including property belonging to others.
- Taking property that does not belong to them.

In some cases the early warnings are by-passed to stage 4 depending upon severity. Similarly, parents may also be informed if warnings (whatever level) become regular or frequent in order to give the child, their family and the school the opportunity to work together towards a solution.

The most severe incidents or persistent offending may result in a child having to work in isolation, away from other children. There will be occasions when children continue to make the wrong choices during break time and lunchtime. For their own, and others safety a decision may be made by Senior Leaders to closely supervise them indoors during these sessions for an agreed period of time. Parents would be informed by telephone and encouraged to support school in resolving such situations. In extreme circumstances pupils could be excluded for the fixed period of lunchtime.

Other agencies such as the Behaviour Support Team may be brought in to support school, the child and their parents and the school may need to involve the Governing Body and the Local Authority and adhere to specific procedures.

**Exclusions will only be considered in the most extreme circumstances.**

## Safety

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity immediately and the child will be removed from the classroom. If this is not possible then the rest of the class will be moved away to a safer location. Staff will only use positive handling to prevent injury to another child or if the child is in danger of hurting him/herself, or to prevent harm being caused to buildings or property. The actions we take are in line with the government guidelines on the positive handling of children and staff have received appropriate training and follow the TEAM TEACH approach. (See Positive Handling Policy) In the event of a child having to be restrained, appropriate documentation is completed and incidents would be reported to parents immediately.

## Monitoring and Recording

The effectiveness of this policy is monitored and reviewed on a regular basis and this is reported to the governing body, who are responsible for setting down these guidelines, reviewing their effectiveness and supporting the school in carrying them out.

Teachers are responsible for recording any warnings (stage 1 - 2) given during lessons on a weekly record sheet. These are given to the Assistant Headteachers at the end of each week. The Assistant Headteachers will periodically analyse these sheets to identify any patterns emerging and share their findings with the rest of the senior leadership team and the governors.

Teachers are also responsible for recording any stage 3 incidents on the federation's electronic behaviour log. This log will also be monitored by senior leaders.

It is the responsibility of the senior leaders to record any stage 4 incidents on the federation's electronic behaviour log.

It is the responsibility of the Executive Headteacher to keep a record of any pupil who is excluded for a fixed-term, or permanently.

Racial/homophobic incidents must be reported to the Local Authority.

It is the responsibility of the governing body to monitor behaviour incidents/exclusions, and to ensure that the federation policy is administered fairly and consistently.

To be reviewed annually.