

# Positive Behaviour Policy



## Lower Halstow and Newington CEP Schools Federation

**‘Respect, Honesty, Kindness, Perseverance’**

**‘Welcoming, Forgiving, Generous, Flourishing’**

Created: September 2018

Approved	Team	Review
10.10.18	SLT	Autumn 2019
18.09.19	SLT	Autumn 2020

## Aims

Our aim is that all of the children should be able to behave in socially acceptable ways, to:

- treat other children and adults with respect, showing impeccable manners
- have self-confidence and high self-esteem, reflecting a positive work ethic

To encourage this, the staff will:

- communicate clear and consistent boundaries and stick to these
- treat all children and adults with respect and model impeccable manners
- praise children's efforts and achievements
- explain to children what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements

## Our approach

In the Federation, we adopt a positive approach to behaviour management, providing a range of rewards and sanctions accessible to all pupils within a structured, disciplined, safe and orderly environment. We promote the rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning. This caring and supportive ethos is reflected in how our classes are organised, how pupils share and support each other and how incidents are dealt with. Our school rules (appendix 1) also reflect our positive approach.

The teaching of sociable behaviour is also done by discussing incidents as they occur in daily life and through moral themes focussed on through acts of collective worship, circle time and PSHE lessons. Targeted social groups for pupils who need additional support are also provided.

## Rights

All children and staff in the Federation have a right to a safe and secure environment, free from humiliation, fear of oppression and physical and verbal abuse.

## Responsibilities:

**Staff:** The school staff, share a collegiate responsibility for consistently implementing the school policy on positive behaviour. The Executive Head Teacher has overall responsibility for behaviour and this is delegated to each Head of School on a day to day basis.

**Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations and should work with the school to communicate these expectations.

**Pupils:** Pupils have responsibility for their own behaviour that meets the expectations set out by the school. This includes informing adults where they see or experience behaviour that does not meet those expectations so it can be promptly dealt with.

Shared values and a collective responsibility between parents and all staff at the school are crucial as we strive to build, support and maintain positive behavioural attitudes.

School contact information for positive behaviour management

Newington CEP School – Simon Krafft 01795 842300

Lower Halstow School – Michelle Crowe 01795 842344

Governor with Responsibility for Personal Development and Behaviour - Sophie Bryan

## **Reward System**

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and celebrated. In addition, the following formal rewards may be used.

- Individual and class reward systems
- Sharing good work and good attitudes with Senior Leaders and being in the 'Golden Book'
- The careful display of children's work
- House points - House Points are awarded for good behaviour and when awarded, the member of staff refers to the relevant school value. House Points are awarded via a tally chart in the class, and are then displayed centrally, allowing all to view the current House Points accrued within the term. This is celebrated weekly in celebration assemblies and staff are also in houses and receive points to demonstrate the value of this collegiate system.

At the end of each half term, the House with the largest number of House Points is celebrated.

- 'Star of the Week', these are displayed in the corridor or school hall
- Informing parents of achievements, including pings home to all those mentioned in celebration assembly and occasionally from class teachers outlining what aspect of learning they have achieved particularly well in
- Specific, targeted, individual reward systems for those pupils with a behaviour support plan

## **Consequences**

Sanctions have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable; by them taking responsibility for their behaviour
- deter the pupil from repeating that behaviour; by finding out what led to the behaviour
- signal to other pupils that the behaviour is unacceptable; by focusing on the impact of their behaviour on others and taking restorative steps

For more extreme behaviour, sanctions may also have the purpose of keeping other pupils safe.

## **Outside the classroom – Take a Break (TAB)**

For behaviour during break and lunchtimes that warrants more than a verbal warning, or where the circumstances are unclear, pupils will be able to 'Take a Break' and sit with a member of staff to talk about what happened and if needed work through a behaviour record sheet (appendix 2). This allows pupils the opportunity to reflect on the antecedents to a behaviour, describe what happened in their own words and reflect on the impact of their behaviour on themselves and others. These sheets are kept and recorded in a TAB folder using codes (appendix 3). A letter goes home to parents if pupils attend 3 or more TAB in a single term, with an invitation to speak to a member of the pastoral team if appropriate.

## **Inside the classroom - Behaviour ladders (Instant feedback)**

In the Federation, we believe that a culture of regular communication and feedback to pupils and their parents is key to assisting and supporting each child within and towards the next stage of their development. As well as the various rewards and sanctions outlined above and below, our aim is to continually feedback to children regarding the impact of their behaviour taking a positive approach. One method of doing this is through the use of in-class '*behaviour ladders*'

(appendix 4) that inform each child of 'how well they are doing' at any given time. Pupils who end up at the bottom of the ladder are entered into the class behaviour book and teachers decide on an appropriate consequence such as wasted learning time paid back, removal of privileges or time out. In some cases this may mean time spent with senior leaders to secure a positive learning environment for the rest of the class.

For pupils who find showing good behaviour for learning challenging, there are weekly support sheets (see appendix 5) which are filled in each session (inc break and lunchtimes), then shared with SLT at the end of each day and parents at the end of each week. These are a form of positive reinforcement and children choose a goal to work towards. Time is also spend reflecting on the positive impact of behaving well in class.

### **Procedure for dealing with major misdemeanours or persistent low level disruption**

Parents will be invited into school to discuss the matter and to plan for partnered work with the school staff to overcome the behaviour difficulties.

For ongoing problems, the Inclusion Manager will be consulted in order to create an individual behaviour support plan (see appendix 6) for a child who may be encountering behaviour, emotional and social difficulties.

Exclusion **will only be used as a last resort**. In the case of longer term exclusions, the governors will be consulted and, ultimately, as a final resort, a permanent exclusion may be enforced. Action will always be taken in accordance with LA guidelines. In the case of racism or homophobic language the LA's reporting procedures will be used.

### **Roles and responsibilities**

#### **Lunchtime supervisors**

Read the behaviour policy and anti-bullying policy and follow the guidelines within it

Read the 4 level plan for responses to playground behaviour (appendix 8)

Read the strategies for dealing with playground behaviour (appendix 9)

To inform the pastoral team of any behaviour concerns

To be vigilant and ensure that all areas are monitored

#### **Teaching assistants**

Read the behaviour policy and anti-bullying policy and follow the guidelines within it

Read the 4 level plan for responses to in class behaviour (appendix 7)

To praise and celebrate children's achievements giving house points etc where appropriate

To inform the pastoral team of any behaviour concerns

To follow up any incidents that have been reported by lunchtime supervisors or have occurred in the classroom (when covering the class)

#### **Teachers**

Read the behaviour policy and anti-bullying policy and follow the guidelines within it

Read the 4 level plan for responses to in class behaviour (appendix 7)

To praise and celebrate children's achievements giving house points, using the behaviour ladder etc where appropriate

- To inform the pastoral team of any behaviour concerns
- To follow up any incidents that have been reported by lunchtime supervisors or have occurred in the classroom
- To inform parents of any serious behaviour incidents or on-going concerns
- To undertake a weekly TAB duty to support positive behaviour management (directed time)

### **Inclusion Manager / FLO / Well-being assistant**

- To lead / attend pastoral team meetings
- To observe and report on pupils of concern
- To create and monitor behaviour support plans
- To review behaviour records (TAB folder and green class logs) at least termly
- To report on behaviour patterns and concerns to SLT termly

### **Head of School**

- To support staff in the implementation of the behaviour policy
- To praise and celebrate positive behaviour through a weekly celebration assembly
- To supervise pupils who have been exited due to serious disruptive behaviour
- To attend pastoral team meetings when needed
- To contact / meet with parents when needed to support other staff

### **Executive headteacher**

- To monitor the effectiveness of behaviour policy
- To implement exclusion and inform chair of governors
- To support Heads of School in dealing with more serious or persistent behaviour

### **Governors**

- The Chair of Governors will be informed of any exclusions by the Executive Headteacher
- The Chair of Governors will be informed of 'managed move' by the Executive Headteacher
- The Chair of Governors will convene an appeal panel in the case of appeal against an exclusion

### **Parents**

Parents are actively encouraged to be involved and take responsibility for their child's behaviour and to work in partnership with the school for the good of the child. A home school agreement is sent home when children start at the school which parents need to agree and sign. Parents can discuss behaviour at termly drop-in sessions or formal parents evenings as well as having informal discussions at the end of the day or specially convened meetings in the case of more serious behaviour concerns.

### **Educational visits**

The health and safety of all pupils will be considered first and foremost with regard to educational visits. The school expects all pupils to abide by school rules and follow instructions. Where this is a concern, the school will discuss with the parent what support can be put in place to enable the child to fully participate. This may include requesting that the parent accompany the trip to take responsibility for their pastoral care or if this is not suitable then alternative provision on-site may be arranged.

See Anti-Bullying Policy, Equal Opportunity statement and SEND policy for more information

## Lower Halstow and Newington CEP Schools Federation



### Our Rules

These are linked to our 4 federation values  
The words in brackets are examples given by the pupils

#### **We are respectful**

(We show good manners, welcome everyone, listen carefully, care for property and our school environment)

#### **We are honest**

(We own up to our mistakes and we don't gossip)

#### **We are kind**

(We keep our hands and feet to ourselves, use kind words and help others through our generosity)



#### **We persevere**

(We always try our best and never give up to help us flourish)

At Newington CEP School the additional rule of

**We forgive** is in place to reflect their Christian Ethos and all 4 Christian values of the school - Welcoming, Flourishing, Forgiving, Generous.

**Appendix 2**

 <h2 style="margin: 0;">A Record of My Behaviour</h2> 	
<b>Name:</b> _____	<b>Class:</b> _____
<b>Staff member dealing with incident:</b> _____	<b>Year:</b> _____ <b>Date:</b> _____

<p><b>Cause</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p style="text-align: center;"><i>What caused you to behave in this way?</i></p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><b>What Happened?</b></div> <div style="border: 1px solid black; width: 100%; height: 200px; margin-top: 10px;"></div>	<p><b>Effect</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p style="text-align: center;"><i>What is the effect of you behaving in this way?</i></p>
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**Appendix 3**

**Take a Break Record**

Term \_\_\_\_\_

Class \_\_\_\_\_

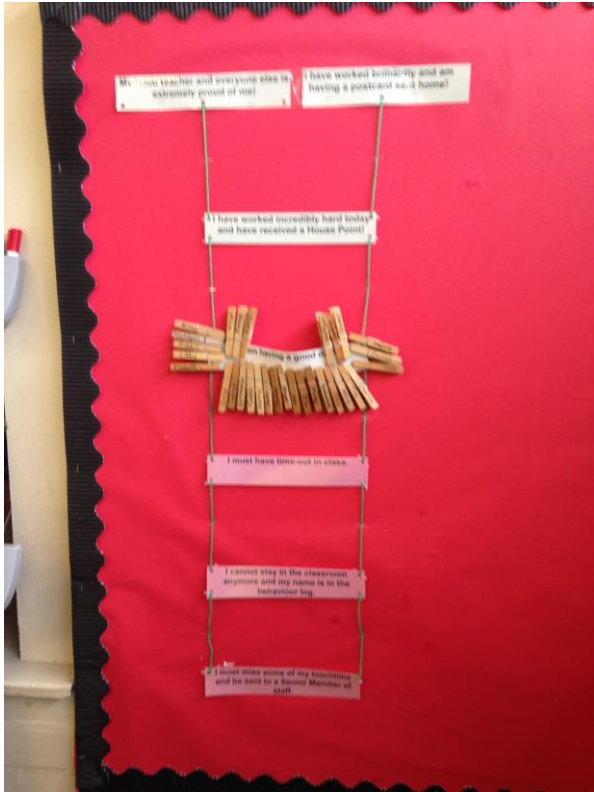
Name	Date & Code	Date & Code	Date & Code	Date & Code	Date & Code	Date & Code	Date & Code	Date & Code

**Codes**

- 1. Disobeying instructions / rudeness towards an adult
- 2. Verbal unkindness
- 3. Physically hurting others
- 4. Inappropriate lunchtime behaviour (in dinner hall)
- 5. Inappropriate playground behaviour
- 6. Other (which values rule was broken)



## Appendix 4



**Appendix 5**

**Appendix 6**

**Positive Behaviour Support Plan (BSP)**

Pupil name		Name of person completing PBSP	
Other staff involved		Have parents been involved in creating the plan?	
<b>Date</b>		<b>Review date</b>	

<b>Description of behaviour</b> (Operational description of behaviour & what it looks like)	<b>Known setting events</b> (hunger/thirst, noise, presence of others, transition, lack of sleep)	<b>Known triggers</b> (What immediate events trigger the behaviour)	<b>Proactive strategies (1)</b> (Avoiding known setting events, skills teaching)	<b>Early behavioural indicators</b> (warning signs that the child is becoming angry)	<b>Preventative strategies (2)</b> (Redirection, verbal, or non-verbal techniques).	<b>Reactive Strategies (3)</b> (Behaviour under control as quickly & safely as possible)	<b>Post incident support</b>

**Appendix 7**

**Response to Poor Behaviour In Class:**

Stage	In class Behaviour	Response	If twice in one week or repeatedly weekly	Behaviour Support Plan
1	Child misbehaves at a low-level in class once	CT gives a verbal warning		
1	Child misbehaves at a low-level in class again	CT give a warning and moves child's name accordingly		
2	Child misbehaves at a low level again	The CT may move the child if they are disrupting others, or give them a timeout for a short period ( sand-timer with younger children). CT organises for child to miss some play/lunch/privilege - this is supervised by the CT. <i>Recorded in green log book</i>		
3	Child misbehaves at a low-level again	Child sent with their work for time out in partner classroom <i>Recorded in green log book</i>	CT speaks to parent to discuss in class strategies to improve behaviour and set a review date. <i>Recorded on record of contact form</i>	CT discusses child with Inclusion Manager to decide if the child needs additional support.
4	Child misbehaves again <b>OR</b> if a one off serious incident such as physical attack on another child, spitting or swearing	CT sent to a member of SLT for timeout and a consequence. CT phones home or speaks to parent at the end of the day. <i>Recorded on record of contact form</i> If there is a 'victim', the CT or SLT contacts the victim's parents by phone after the incident has been investigated, the response decided and that the 'Perpetrator's' parents have been called. The victim's parents to be aware of the response to the perpetrator	CT & SLT arrange to meet parent and child and place the child on in-class report. <i>Recorded on record of contact form.</i> Child comes off report when they achieve two full weeks of 'greens' and a review date after 4 weeks is set to ensure behaviour stays good	CT & the Inclusion Manager meet the parent to discuss referrals to external agencies. A Behaviour Support Plan may be appropriate at this stage. <i>Recorded on record of contact form / BSP</i>  Inclusion Manager urgently reviews child's support in class and triggers agency response if necessary through LIFT.
5	Behaviour does not improve significantly and child continues to go through stages 3 and 4 <b>OR</b> Child is involved in a one-off serious incident (e.g. seriously hurting another child, threatening adults etc.	CT and SLT meet with parents to review behaviour and instigate the following progressive consequences: Headteacher report. When on HT report, pupils have special privileges removed. These could be positions of responsibility within the school or attendance on school trips. This could also involve: in-school exclusion (1:1 with an adult away from all others) lunch exclusion, fixed-term exclusion, permanent exclusion		HT and CT notify Inclusion Manager who calls an emergency PSP meeting with the Local Authority / Exclusions Officer <b>Inclusion Manager consults with PRU for spaces and respite.</b>

**Appendix 8**

**Response to Poor Behaviour At Lunchtime:**

Stage	Lunchtime Behaviour	Response	If twice in one week	Behaviour Support Plan
1	Child misbehaves at a low-level once	Midday Leader gives a verbal warning		
2	Child misbehaves at a low-level again	Midday Leader gives child timeout on the bench or asks them to stand with them for a period of time		
3	Child misbehaves again after previous warning  Or is involved in a one-off more serious incident e.g. hurting another child, swearing, bullying	Midday Leader sends child to TAB. Form completed and TAB leader feeds back to CT.  CT phones home or speaks to parent at the end of the day, including parent of 'victim' if there is one. CT may involve SLT if necessary to support this action.	HoS & CT arrange to meet parent and child.  If necessary, additional reporting is put in place. e.g. lunchtime behaviour book, allocated key worker Child comes off report when they achieve a full week of greens and a review date after 4 weeks is set to ensure behaviour stays good	SLT and CT speak to Inclusion Manager and meet with parent to consider further support Pastoral team review child's support at lunchtimes and trigger agency response - if necessary.
4	Behaviour does not improve significantly and child continues to go through stage 3 OR Child is involved in a one-off very unusual <u>serious</u> incident	CT and SLT notify HT HT/HoS meets/speaks with parents to review behaviour and instigates the following progressive consequences:  Lunch exclusion Fixed-term exclusion Permanent exclusion		HT and CT notify Inclusion Manager who calls an emergency PSP meeting with the Local Authority

## Appendix 9

### THREE LEVEL STRATEGIES FOR DISCIPLINE IN THE PLAYGROUND

<b>LEVEL ONE</b>	
Visible behaviour management  Simple direction Deflection Diffusion (Humour if appropriate) Rule restatement Question and feedback Taking a child aside Short time out (lighthearted)	When children are reporting poor behaviour ensure <u>you are seen</u> speaking to the child in question (this can be a gentle reminder /relaxed conversation) to give children confidence that poor behaviour is dealt with swiftly and prevent escalation or retaliation. “Thank you for doing the right thing and telling an adult - I will speak to them”. Expect compliance and turn away “Treat other children kindly Fred – thanks” Engage the child in conversation about an unrelated matter, or give them a job to do.  You know the rule – we treat each other kindly. Use it thanks”. “What are you doing?” “What should you be doing?” “Play fairly then – thanks.” “Stand with me for a moment so we can chat about why things are going wrong”. “Take a few moments to reflect. Go and sit on the bench/classroom - come back to me when you are ready to show school values and tell me how you are going to do this”
<b>LEVEL TWO</b>	
Repeated simple direction Self-serve option  Choice Consequence Longer time out (more formal)	“Last reminder to treat others kindly Fred – thanks” In disputes give children time together away from the situation to come up with their own solution and present it to you. Make the alternative unpalatable e.g. TAB, stopping a game, so they ‘team up’ to solve the problem. “You have the choice, either ..... or .....” “I gave you the choice/reminder, now you will play/stand over there .....” “You need to stand with me, by the wall for 5 minutes. When you come back you need to convince me that you will behave better.”
<b>LEVEL THREE</b>	
Take a Break	You have been given chances and warnings, so now you need to go to TAB to talk about your behaviour with a teacher. (Send someone with them).

**All three stages should be carried out with non-aggressive tone and body language.**

**Issue short, non-emotional commands, turning away and expecting compliance.**

**Do not use force. Avoid confrontation.**

**Be meticulous in following up consequences and ignored behaviour**