
Positive Behaviour Policy



Date: Spring 1 2018-2019
Review Date: Summer 2, 2018-2019

Introduction

Statutory Document In conjunction with Behaviour Principles Written Statement

Chair of Governors' Initials

Positive social and learning behaviours are necessary to promote effective teaching and learning. It is essential that our behaviour systems help to create a well ordered, calm and respectful environment where children can grow in confidence, feel safe and have the opportunity to learn, achieve and be successful.

We have very high expectations concerning behaviour and aim to develop children's understanding of the impact of choices they make, whether positive or negative. We understand that behaviour is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. If we want pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave. Information relating to understanding behaviour is attached to this document.

For our behaviour policy to work effectively all teaching and non-teaching staff, parents and governors need to be involved. It is intended that this policy is applied throughout the school and at all times, including lunchtime, Breakfast/Tea Time clubs and extra-curricular activities. The governing body will support the school in setting and maintaining the highest standards possible in behaviour management.

This policy is founded on the '**Statement of Behaviour Principles**' ratified by the Governing Body in Autumn 2, 2018-2019.

Behaviour and Safety is inspected by Ofsted during school inspections. At the most recent inspections Newport and Oakhill Schools were graded 'Outstanding' for behaviour while Dawlish and Thorpe Hall Primary Schools were graded 'Good'.

Pupils conduct themselves well during lessons and as they move around school. Pupils are friendly and socialise sensibly and maturely at breaktime and lunchtime. (Dawlish Primary School Ofsted, February 2018)

Behaviour is outstanding in classes and throughout the school, where there is a vibrant climate for learning (Newport School Ofsted, June 2013)

Pupils consistently display a thirst for knowledge and a love of learning. They are very proud of their school. They behave very well in lessons and are enthusiastic learners. They say that typical behaviour in the school is good and when there are problems adults help children to make the right choices through very caring support and guidance. (Oakhill Primary School Ofsted, October 2013)

The school is a calm place and I am satisfied that the school has effective methods that lead to good and improving classroom management and behaviour. (Thorpe Hall Primary School, July 2017)

Aims:

- To create a positive school ethos based on mutual respect and partnership, where there are clear expectations of acceptable behaviour.
- To foster shared responsibility amongst all staff, pupils and parents, for encouraging good behaviour and actively discouraging unacceptable behaviour.
- To foster the personal and social development of all pupils to enhance their self esteem and develop their understanding of positive citizenship.
- To promote an atmosphere of calmness and purpose throughout the school.
- To develop pupils' understanding of their rights and responsibilities as members of a 'Rights Respecting' School (UNICEF)

UN Conventions on the Rights of the Child

Article 12

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You have the right to give your opinion and for adults to take it seriously.

Article 15

You have the right to choose your own friends and join or set up groups as long as it isn't harmful to others

Article 28

You have the right to a good quality education. You should be encouraged to go to school to achieve the highest level you can.

Article 31

You have the right to play and rest

We aim to be good members of the school community. We believe all members of our community should try to develop positive character traits including:

Respect, Honesty, Fairness, Responsibility, Friendliness, Generosity, Creativity, Perseverance and Courage.

Golden Expectations

To help protect our rights and to encourage responsibility, we have Golden Expectations for our school

1. Be kind, helpful and gentle
2. Listen respectfully
3. Learn brilliantly
4. Be honest and responsible
5. Stay safe and care for people and property

The 'Golden Expectations' are displayed around the school.

Everyone is responsible for behaviour of all children and adults should reinforce the expectations at every opportunity.

Home/School Agreement

On admission, all families are strongly encouraged to sign the Home School Agreement. This document summarises the main principles which the school promotes and by signing the document, all parties agree to abide by them. Children are asked to sign the agreement only if they are of an appropriate age/stage of development to understand what they are signing and the meaning of a contract.

To support pupils in following the expectations and reward those pupils who are making good choices, we have adopted a positive behavior strategy called 'Platinum Pride' (developed from 'Stay on Green')

The 'Platinum Pride' System - (Dawlish, Newport, Oakhill Schools)

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the 'Golden Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Teachers can be supported to develop effective behaviour management skills.

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

How it works:

- In the class there is a prominent 'Platinum Pride' display.

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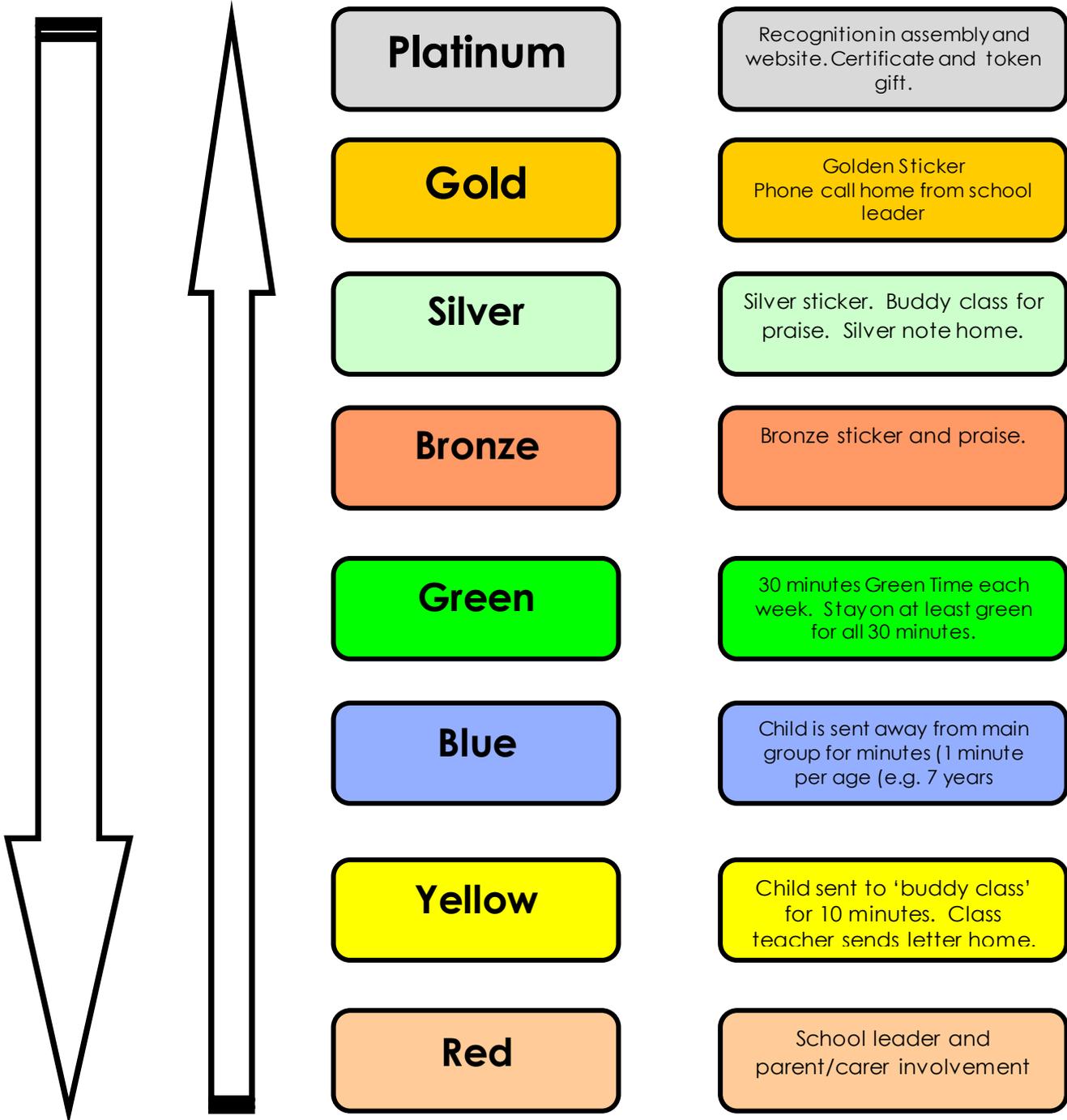
- On this display, all children have a name card.
- Each day, children start in the Green zone.
- If children make positive impact individual choices they are celebrated by progressing to the Bronze, Silver and then Gold zone.
- If children make negative impact individual choices they move to Blue, Yellow, then Red zone. Between each zone stage, pupils are given at least one warning reminder.
- Classes are linked to form 'Buddies'. Children are sent to 'Buddy Class' for positive (Silver) and negative (Yellow) behaviour (see Buddy groups).
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- Pupils aim to end each day on at least Green but ideally much higher. The zone they are on **at the end of the day** determines further action e.g. Golden phone call home, Yellow letter to parents etc.

Quality Positive Behaviour

Golden Expectations

1. Be kind, helpful and gentle
2. Listen respectfully
3. Learn brilliantly
4. Be honest and responsible
5. Stay safe and care for people and property

Platinum Pride – Visual Guide



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Escalation through the zones (Moving Up or Down)

Pupils progress through the colour zones (up or down) due to persistent infringements/positive impact. If however, behaviour is more extreme or serious, the pupil may be fast tracked directly to the appropriate colour. This particularly applies to moving between Blue, Yellow and Red. In this circumstance the consequence must be explained to the pupil to ensure they understand the reasons for this action and the consequence of their behaviour choice. Providing this explanation ensures that pupils understand the system is being applied fairly. Teachers will explain to the child what they can do to make positive changes for the remainder of the day. Teachers constantly support pupils to make positive choices so that they can move back to Green, and beyond.

Use of Behaviour Modelling and Physical Prompts

For some of our younger (or developmentally younger) pupils, the use of behavioural modelling and physical prompts will be necessary to assist communications regarding expectations, and encourage an action/behaviour by physical means. This may include:

- helping a child carry out a particular action e.g. tracing/copying letters;
- guiding a child towards a desired behaviour e.g. 'hands down'; 'look at me'; 'sit down' – as part of a 'calming' routine;
- motivating a child to comply with requests and follow routines;
- avoiding external danger to the child e.g. holding hand while crossing the road;
- diverting a pupil from destructive or disruptive behaviour;
- discouraging destructive or disruptive behaviour e.g. by holding to reassure;
- modelling the required behaviour, or drawing attention to behaviour modelled by other, perhaps older, (or developmentally older) pupils;
- use of a member of staff's physical presence to obstruct or restrict pupil's movement e.g. to prevent a young (or developmentally young) child running out of school.

In every classroom the children's green and gold behaviour need is displayed, so that achievements are recognised and celebrated.

SLT and MLT will track and monitoring behaviour on a weekly basis. Staff will record in the merit book children that will receive a gold certificate. The names of children that receive this award will also be displayed in the school hall.

Children who are 'Good to be Green' receive 'golden time'.

Half termly, termly and yearly reward systems are also in place. Middle Leaders reward outstanding behaviour half termly, Head of School/Deputy Headteacher presents a 'outstanding behaviour' certificate termly. These are children that have regularly achieved the gold standard (Achieving at least 2 golds each week).

A yearly letter of commendation is written by the Head of School for outstanding behaviour throughout the year.

Sanctions

The management of day to day classroom behaviour is the responsibility of the class teacher with support from classroom assistants. For further information refer to Teacher's Standards documentation. Lunchtime behaviour is managed by midday staff.

A child may be placed on red for the following:- Racism, Homophobia, Bullying, Violence towards child, Violence towards staff member, Verbal abuse towards staff, Verbal abuse towards another pupil, Intentionally damaging equipment, Leaving classroom without permission.

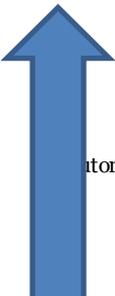
Red: The decision to place a child on red will be decided by a member of SLT and the appropriate sanction given. Completion of a **Behaviour Report Record Sheet**. **Please note:** Lunchtime sanctions are recorded separately and the decision made by Senior lunchtime staff, if necessary in consultation with SLT. This form goes to the office and is recorded on SIMS.

A letter will be sent in the post to inform parents their child has been recorded on red.

The child will also go to the timeout room at lunchtime and complete a reflection sheet 15 minutes duration. They will miss golden time on a Friday.

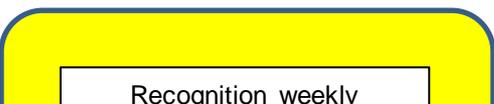
If a child has recorded 3 reds during a half term the class teacher and Middle Leader will meet with parents. The pupil will go onto a Pastoral Support Plan and be placed on a behaviour monitoring card.

If 'high level' or constant unacceptable behaviour takes place the school will impose an internal exclusion. The school, if necessary, will also enforce the right to exclude from school any pupil on a temporary or permanent basis following the Waltham Forest policy on exclusion.



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Gold



Behaviour management.
Class teacher, year group
colleagues, Phase Leaders

Red

SLT informed, Incident
recorded. Parent/Carer
receive letter.

The Use of Reasonable Force

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The school adheres to the DfE guidance 'Use of Reasonable Force, Advice for headteachers, staff and governing bodies' July 2013.

Screening and Searching Pupils

The school adhere to the DfE guidance 'Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies' (January 2018)

Curriculum

Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum. Exploring and managing feelings is taught through PSHE lessons and incidentally in other areas of the curriculum and through problem solving on the playground and in other social situations. We acknowledge that all people will, from time to time, experience feelings of anger and that this is a typical human emotion. Through PSHE and other learning opportunities we aim to help children understand the impact of actions taken in anger and ways to manage this strong emotion in everyday life.

We aim for all pupils to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We expect them to have developed: positive relationships, good behaviour and an ability to problem solve both within and outside the classroom.

Inclusion

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are non negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- For those identified with SEN, the system may be altered or adapted to meet their needs. They stand outside the policy according to their IEP/IBP which will indicate the actions planned to address and support their needs. These plans will be discussed with parents/carers and every effort will be made to ensure that rewards and sanctions are applied consistently across settings (home and school) to increase chances of success.
- Significant or consistent behaviour issues may be indicators of needs which can not be addressed solely by the home/school partnership. Where appropriate, we will seek support from external agencies such as Social Inclusion or CAMHS (Child and Adolescent Mental Health Service).
- Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans and/or Pastoral Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements are discussed with parents/carers in advance on an individual basis. Individual programmes may include positive handling plans.
- All interventions will be routinely recorded

Exclusions

The school adheres to the statutory DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' (DfE)

A link to the document is listed at the end of this policy.

The Senior Executive Head Teacher may revoke a placement in non-statutory provision e.g. nursery, in circumstances where a child's behaviour is not manageable in the setting.

Educational visits

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Although most trips are part of the National Curriculum and all children should therefore take part, occasionally a child's behaviour puts themselves or others in danger. Every effort is applied to make reasonable adjustments, which may include requesting that the pupil's parent to accompany the trip. If however, an assessment shows that these risks cannot be adequately managed; children may be excluded from trips and also from extra-curricular clubs. Parents will be informed if this is the case.

Recording and Monitoring Behaviour

Achievements (Silver and Gold) and significant or persistent behaviours (Yellow and Red) are recorded on the school's information management system (SIMS). In addition, Fixed Term exclusions, racist and bullying incidents are logged. The information is analysed regularly to identify trends or patterns and to help the school determine future action. Where concerning patterns of behaviour are apparent, parents will be contacted and are invited to work with the school to address and resolve the issues.

The Senior Executive Headteacher reports termly to the governing body regarding the frequency of racist, homophobic and bullying incidents.

Safeguarding

The school considers its responsibility to safeguard pupils of paramount importance; full details can be found in the 'Safeguarding in Schools' policy. All allegations made against a staff member or volunteer are taken seriously and are investigated appropriately. On some occasions, an investigation into an allegation will conclude that the allegation was malicious. In this event, the school will seek advice from the relevant bodies.

Outside Class & Playground Positive Behaviour Management

The principles of the 'Platinum Pride'/'Good to be Green, Great to be Gold' system will continue outside the classroom, in the playground and on educational visits.

Outside Class:

- Instructors and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Golden Expectations).
- Bronze, Silver and Gold stickers recommended to class teacher.
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore Golden Expectations, adult can send for LT (as when children reach 'Red')
- Member of LT will decide how to proceed.

Related Documents

- Safeguarding in Schools Policy
- Home School Agreement
- Anti Bullying Procedures
- SEND Policy
- United Nations Rights' Respecting Charter
- DfE Statutory Guidance - Exclusion : <https://www.gov.uk/government/publications/school-exclusion>
- Behaviour and Discipline in Schools , DfE, January 2016
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- Education and Inspection Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/section/90>
- Use of Reasonable Force, DfE, July 2013
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use of reasonable force - advice for headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)
- Searching, screening and confiscation, DfE, (January 2018)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

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