



## **POSITIVE BEHAVIOUR POLICY**

### **AIMS & EXPECTATIONS**

- Every member of the school community feels valued and respected
- Each person is treated fairly and with dignity
- We trust and respect each other
- We have a school where everyone feels happy, safe and secure
- We promote positive relationships so that we can work and learn together

#### **Expectations are the core values of the school**

- We are friendly, caring and polite
- We are determined, we persevere and we are resilient
- We are always ready to learn
- We embrace difference and diversity
- We have a voice and we listen to others
- We work together co-operatively

**The 6 core values of the school feature regularly in class work, assemblies and in the day to day life of the school.**

#### **Routines**

Each class will establish routines to structure the day. These routines/rules and procedures are developed and discussed between the class teacher, pupils and parents. They need to be:

- Modelled
- Taught
- Practised
- Reviewed
- Revisited as required by each class, group or individual child

## **Promoting Positive Behaviour**

We understand that all behaviour is a form of communication.

We believe that children develop and learn best when they feel respected, liked, safe and secure and when self-esteem is high. Our aim is that our children should enjoy their time at Nook Lane and feel that it is a place where they are valued.

Our core values support the school community in providing a positive climate where children receive recognition for following the core values to create a safe and secure learning environment.

We hope to achieve these aims by:

- Staff and adults working in school presenting as positive role models in the way they demonstrate respect, tolerance, warmth, humour and empathy when working with those within the school community
- Encouraging mutual respect and courtesy
- Discussing and demonstrating fairness
- Nurturing and celebrating positive behaviour
- Discouraging negative behaviour
- Providing a secure and caring environment
- Helping every child feel valued
- Exploring the different needs and points of view of others
- Discussing which behaviours may be perceived and understood as positive and negative
- Having consistent high expectations and clear boundaries
- Giving children ownership of the school's core values
- Not labelling behaviour but understanding the needs of the child and family
- Separating the behaviour from the child

### **We recognise and celebrate positive behaviour in a variety of ways including:**

Praise and non-verbal recognition

Certificates and other rewards linked to core values

Achievement assembly nominations

Citizenship assembly nominations

### **Class wide/School wide:**

- Marble Jar award for class
- Class reward – additional play
- Headteacher certificates
- Achievement assembly
- Citizenship assembly
- Random acts of kindness tokens

### **Promotion of positive behaviour through whole school social and emotional support/intervention:**

- Thinking boxes in class
- Scaling sheets used twice a day at registration
- 1:1 support from Inclusion Manager
- Named LTS to support lunchtimes
- Social Skills Group
- Peer Mediators
- Twice weekly staff briefing to highlight vulnerable pupils
- Pupil voice assemblies
- Emotional health and well-being assemblies
- Emotional, health and well-being sessions in class
- Promotion of well-being strategies such as mindfulness and red and green thoughts

- Friends Facilitator (Cognitive Behaviour Therapy group)
- Circle of Friends
- Positive Behaviour Plans
- Anti-Bullying Week
- School Council and curriculum council support including development of a *calm corner*

#### **Role of class teacher:**

- To ensure that the policy is supported and followed in class
- To have high expectations of children's behaviour
- To have high expectations of children's behaviour around school
- To apply consistent early intervention strategies for inappropriate behaviour, focusing on the school's core values to support this

#### **Role of support staff:**

- All support staff, including lunchtime supervisors, are aware of this policy. They recommend which children should receive recognition for positive behaviour and make teachers aware of any inappropriate behaviour.

#### **Role of the Headteacher:**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school positive behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- To support staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- To follow local and national guidelines for fixed term and permanent exclusions.

#### **Role of parents/carers:**

- The school works collaboratively with parents/carers, helping children to receive consistent messages about how to behave at home and at school.
- School policy is explained on the school website.
- When pupils are admitted to the school, parents/carers are asked to complete a Home School Agreement with their child. (Appendix 1)
- To support their child's learning and to work in partnership with the school. The school informs parents/carers immediately if there are any concerns about their child's social, emotional and behavioural needs.
- We expect parents/carers to contact the class teacher initially if they have any concerns about their child's social, emotional and behavioural needs.

#### **Role of governors:**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day to day authority to implement the school's positive behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Negative/Inappropriate behaviour:**

- Hurting someone physically
- Stealing
- Labelling children e.g swot, nerd, geek – thus hurting someone's feelings
- Excluding others from games both in and out of class
- Bullying – see Anti-Bullying Policy
- Sexist actions/comments
- Racist actions/comments
- Homophobic actions/comments
- Gender-related actions/comments
- Damaging property
- Shouting out in class
- Not complying with class rules and routines (reasons need to be explored) and expectations of the classroom/school
- Not completing agreed amount of work in lessons (Each child's needs will be considered)
- Swearing
- Not complying with adult intervention
- Playing games which have been banned due to levels of safety
- Spoiling the games of others - by taking resources, trying to disrupt the game
- Aggressive and violent behaviour

## **Managing negative/inappropriate behaviour:**

A small minority of children find it difficult to respond to the positive climate the school creates. There are many strategies teachers should employ to manage and support negative and inappropriate behaviour.

### **Low key strategies:**

- Strategic seating in class
- Catching the children demonstrating positive behaviour
- Appropriate use of humour
- Praise positive behaviour, which demonstrates the core values, giving an explanation why
- Tactical ignoring
- Tactical pausing
- Proximity praising
- Praise for others – focus attention on children demonstrating the core values
- Remind of reward – class or individual reward
- Reminder of what to do – revisit core values, and not 'what not' to do
- Allow time to reflect
- Distraction/diversion
- Directional choices – give a child a way to comply without losing face and reinforce that they are responsible for their own behaviour
- Assertive comment/direction e.g – when/then – a conditional choice. When the child does what is required then they may do what they have asked to do

## **Consequences**

When low key strategies are not effective, or the negative behaviour is considered to be sufficiently serious, we need to move into a series of strategies to manage negative behaviour, some of which may occur concurrently. Each situation and each child must be supported individually. Time must be taken to talk to the child about their behaviour and possible reasons for it.

## **Reflection time system - Red Box**

This system is used in every class to promote a positive teaching and learning environment. It is based on a 3 strike system.

- Children are first given a verbal warning about their behaviour and their name is placed on the outside layer of the Red Box. The class teacher will explain that they have broken one of the core values and that if they repeat this behaviour or break another they will be placed at the next layer of the Red Box.
- If their negative behaviour continues their name is placed on the inner layer of the Red Box.
- If their negative behaviour continues, their name is put in the central part of the Red Box and they miss the afternoon play of that day.
- If the final warning comes at the end of the day, the child misses the following days' final play.
- Each lesson is a new start.
- Children missing a playtime go to the hall where their name is recorded on the Red Box sheet.
- This file is monitored by the Assistant Headteacher. If the child's name is recorded 3 times during a half term, the class teacher will contact parents/carers about the child's behaviour.
- If the child's name is recorded 3 more times during a half term, parents/carers are asked to attend a meeting in school. A behaviour support plan is put in place, in consultation with parents/carers, with clear targets, support and review dates.
- Each child has the opportunity for a fresh start at the beginning of each half term.
- At lunchtime the lunchtime supervisors use the same system, 3 warnings and then a recorded missed last play.

## **Positive Behaviour Plans**

A small number of children may have additional needs relating to their behaviour/learning. These children should work, as far as possible, within the school systems, but with additional input from the Inclusion Manager and/or Head of the Integrated Resource, working alongside the Headteacher, SLT, class teacher, Teaching assistants and parents/carers.

This is likely to involve an individual Positive Behaviour Plan and/or targets on SEN Support Plans. Outside agencies may also be involved with the child if the child has an additional need. These may include – the Autism Team, MAST and the school's Educational Psychologist. The school works alongside other agencies to ensure that Nook Lane remains an inclusive school whilst also ensuring the safety of all children and staff. A Pastoral Support Plan (PSP) will be put in place for a child if the child's behaviour means that they are at risk of exclusion. It is viewed as a preventative intervention where fortnightly meetings are arranged to enable school and home to liaise regularly about the child's behaviour and find supportive strategies to help the child.

Staff have received TEAM TEACH training and are able to use positive handling strategies if necessary, when all other strategies have been exhausted. TEAM TEACH supports Nook Lane's philosophy of a holistic approach with a range of de-escalation strategies and promotes positive/protective handling strategies. TEAM TEACH techniques seek to avoid injury to a child but it is possible that scratches/bruising may occur accidentally, and these will not be seen as a failure of technique but as a regrettable, yet infrequent side effect, of ensuring that all children/staff remain safe. All incidents of positive handling will be recorded and parents/carers will be notified that the technique has had to be used.

## **Internal exclusion**

Internal exclusions will be used for more severe incidents of inappropriate behaviour e.g aggressive, violent and dangerous behaviour Children will work alongside a member of the Senior Leadership Team (SLT). The child will be given appropriate work to complete and parents/carers will be notified. The amount of time spent in internal exclusion will depend on the severity of the incident and will therefore be at the discretion of the Headteacher.

## **Circumstances leading to an exclusion**

Exclusions are unusual at Nook Lane. This system is operated according to CYCD and DfE guidance. Most exclusions are for a fixed term, following contact with parents/carers. If the parents/carers cannot be

contacted, the exclusion will move to the following school day and the number of days decided by the Headteacher.

- Physical violence, verbal abuse or racist abuse against an employee at Nook Lane may result in exclusion
- Physical violence, verbal abuse or racial abuse against a pupil at Nook Lane may result in an exclusion
- Behaviours that endanger a pupil or member of staff at Nook Lane may result in an exclusion

It may be deemed necessary to extend a temporary exclusion to up to 5 school days, depending on the severity of the incident. The governing body and the Headteacher has the right to exclude permanently if the circumstances are deemed sufficiently serious, based on recommended criteria including; age and state of health, previous record, difficult external circumstances, parent/carer or peer pressure, degree, severity and frequency of behaviour, likelihood of behaviour recurring and safety.

(It should be noted that an accumulation of 15 temporary days of exclusion in any one term must, in law, result in permanent exclusion. There are safeguards attached to exclusions, including the rights of appeal, and any exclusion letter will indicate these rights and how to appeal against an exclusion).

Permanent exclusion may also result in very serious cases, in response to a serious breach, or persistent breaches, of the school's behaviour policy; where allowing pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher will only use permanent exclusion as a last resort.

## Monitoring

- The Headteacher monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

## Review

- The governing body reviews this policy every 2 years. The governors may, however, review the policy earlier than this if the government introduces new recommendations, or of the governing body receives recommendations on how the policy might be improved.

Reviewed summer term 2018

Date of next review: summer term 2020

Signed ..... Headteacher

Date .....

Signed ..... Chair of Governors

Date .....

