

OUSTON PRIMARY SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING POLICY



Reviewed by Governing Body - Spring Term 2024
Next Review Date - Spring Term 2025

POSITIVE BEHAVIOUR FOR LEARNING

1. INTRODUCTION

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community and a holder of the Rights Respecting Schools award (Silver Level). As such, our values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Any pupil behaviour which disrupts the learning of other pupils, or poses a health and safety risk is unacceptable. This includes low-level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault. Where this happens, we work to support the child (and family if needed), knowing that there are a wide range of issues that can impact on a pupil's behaviour in school. We also help them to understand how their behaviour can affect others, how to help put things right and any consequences that may need to occur.

The school has a number of rules and expectations, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that children can work and play together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, in partnership with parents and carers, and to become positive, responsible and increasingly independent members of the school and wider community. The school focuses primarily on rewarding positive behaviour and achievements; this policy is designed to promote positive behaviour, rather than merely deter inappropriate behaviour.

2. AIMS

- To create an environment which encourages, reinforces and rewards positive behaviour;
- To define acceptable standards of behaviour, both within the school and during educational and residential visits;
- To ensure consistency of response to both positive and negative behaviour;

- To promote self-esteem, self-discipline, responsibility and positive relationships;
- To ensure that the school's expectations and strategies are shared by staff, governors, parents/carers and pupils;
- To work in partnership with parents and carers to implement this policy.

3. STANDARDS OF BEHAVIOUR

We support children in working towards the following key standards:

- Ensuring their behaviour makes a strong, positive contribution to good learning;
- Taking responsibility for their own behaviour and accept the consequences if they do not behave as well as they should;
- Behaving well towards and showing respect for each other and staff
- Recognise and try to manage their emotions and reactions

4. ADULT ROLE MODELS

All adults working in our school are expected to model high standards of behaviour, both in their dealings with the children and with each other.

Adults are expected to:

- Help create a caring, positive climate for learning
- Emphasise the importance of being valued as an individual within the school community
- Promote positive behaviour, through example
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all
- Have understanding of the challenges children may experience in their lives and how this can contribute to difficulties in managing their behaviour and emotions.
- Show appreciation of the efforts and contributions made by all.

5. THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. This includes through planning for the needs of individual pupils, the active involvement of pupils in their own learning and effective feedback and communication.

All lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children with a wide range of

abilities and needs. Marking and pupil target setting should be used to provide feedback to children on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

6. CLASSROOM MANAGEMENT

We recognise that classroom management and teaching methods have an important influence on children's behaviour. The classroom environment should give clear messages to the children about the extent to which their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, access to resources and celebrating pupils' work in classroom displays all have a bearing on the way children behave.

At the beginning of each academic year, teachers develop a Class Charter with their class. This includes the main expectations and standards of positive behaviour that the class agree are the most important. The charter is then displayed on the classroom wall and referred to throughout the year.

In addition to this, we have a whole school Code of Conduct which is displayed in classrooms and teachers develop a range of points and reward systems to promote positive behaviour within individual classrooms.

7. PROMOTING POSITIVE BEHAVIOUR

At Ouston Primary School we promote positive behaviour through the following strategies:

Whole-school level

All staff understand and demonstrate the school's core beliefs about behaviour

Positive class and out-of-class behaviour is promoted by agreed routines/procedures and clear systems.

A school Code of Conduct is displayed in the hall and in classrooms

School assemblies are used to develop children's social, emotional and behavioural skills

Positive behaviour in classrooms, corridors, playgrounds, dining room is noted and celebrated.

Parents/carers are aware of and contribute to the school's Positive Behaviour ethos

There are clear, consistently used systems for dealing with inappropriate behaviour.

As a Rights Respecting school we talk regularly about children's rights and respecting each other in lessons and Assemblies. Systems in place

such as our Golden Table and Achievement Awards reinforce these messages.

Our annual One Britain week and RSE theme promotes an understanding of and respect for diversity in our school and community.

There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour. During our annual Positive Behaviour week, this policy is discussed during a dedicated staff meeting as part of a consultation with the school community. Feedback about the policy is also invited from parents/carers and governors plus a survey carried out with pupils. Any changes to the policy are then discussed and agreed as needed in a *Governors Meeting*.

Classroom level

Adults model controlled, respectful verbal and non-verbal behaviours

Teaching routinely incorporates activities designed to promote children's social skills and emotional development

Lessons are structured to be interesting and appropriately challenging with support given where needed

Appropriate behaviours are taught and reinforced on a regular basis

Children are taught the language of sharing and co-operation, choice and consequences

Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom

There are clear classroom routines, (eg for entry and exit, moving around the classroom, sharing equipment)

There are classroom rules, devised through discussion with children, which promote positive social and learning behaviours

Classroom rules are displayed in a way which can be understood by all children.

All classes have a Rights Respecting Schools Class Charter

Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers

There are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

All children's strengths are recognised and celebrated by staff

Systems are in place for noticing and drawing attention to good or improved behaviour

There are systems which allow all children to be 'special' at times and their achievements praised.

Class Dojo is used to share pupil achievements with parents/carers

Children are encouraged to be responsible for their own actions.

Children are given opportunities to be responsible and act as role models for others

Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention. These include the creation of an Individual Behaviour Plan which is shared with parents/carers and reviewed regularly. A wide range of support strategies can be used such as the Superhero programme, Draw and Lego Therapy and individual reward charts/strategies. Weekly Time to Talk with our School Counsellor can also support a child who is struggling to manage their emotions and/or behaviour. Referrals to other agencies for support are made if needed.

8. SCHOOL CODE OF CONDUCT

The school code of conduct is created by the School Council, in consultation with classes. A copy of the Code of Conduct is displayed in each classroom, and an enlarged version is displayed in the hall. The Code of Conduct is reviewed annually in September as a way of reminding current year groups and explaining our expectations to all our new children.

9. USE OF REWARDS

We praise and reward children for positive behaviour in a wide range of ways. This continuously reinforces the message about positive behaviour and our high expectations in this area.

Daily, positive, verbal praise

This includes praise for manners, behaviour, politeness, kindness, responsibility, helpfulness etc.

Stickers

These are given where a piece of work, good effort, good behaviour etc is very good and deserves more than simply verbal or written feedback. Stickers are placed in the pupil's book or on their sweater.

Merit Award Stickers

These are used to reward sustained good work or behaviour over a period of time or for particularly impressive achievement, effort or behaviour. They are placed in a pupil's work book. Pupils can then receive a Bronze Award in Assembly for 10 merits, a Silver award for 20 merits, Gold for 30 merits, Platinum for 40 merits and a newly introduced Double-Platinum Award for 50 merits.

Golden Table Awards

These are chosen by the lunch staff each week and awarded for good manners and behaviour, being a good friend, eating well, trying new food and helpful behaviour at lunchtimes. These pupils sit at the Golden Table on a Friday and can choose a friend to sit with them. They also receive a certificate and prize in Assembly.

Star Awards

These are awarded for excellent work, behaviour, effort, responsibility, attitude or sustained success over a period of time in any of these areas. They are awarded by a member of staff and include the reason for the pupil receiving the award. The pupil receives their Star Award in a Friday assembly. Star Awards are added to the House Teams board in the hall each week.

Winning Team

Each term, the Star Awards are counted and the winning team is announced during a Celebration Assembly. The winning Team are given a non-uniform day as a reward. Pupils who have received a Star Award that term know that they have contributed to their team's win. The overall winning team annually receives a special prize. This is usually a Team trip to the cinema or a visit from the ice-cream van.

Achievement Awards

Each half term, teachers choose one pupil from their class to receive an Achievement Award for outstanding personal achievement or effort within one or more curriculum areas. The families of these pupils are invited to a special assembly to see their child being presented with a certificate and Achievement Award badge. During this assembly the class teacher explains to the school and families why each child has won their award.

Children proudly wear their badges on their school sweater for the rest of the year/their time at Ouston Primary as a reminder of their success. Photographs of the children and an explanation of their achievement are displayed on the Achievement Award Notice Board near the main entrance and an Achievement Award newsletter is sent home to all parents/carers.

10. USE OF CONSEQUENCES

We deal with inappropriate behaviour within school, on the way to and from school and during school trips and residential visits using the following stages:

Stage 1: Low level incidents (ie name calling, arguments, answering back, unsatisfactory work or attitude)

These incidents are dealt with by the class teacher, support staff or lunchtime supervisory assistants. This may include a verbal reprimand or being kept in at break/lunch time by the staff member involved. We have an indoor lunchtime room/area which can be used for pupils to complete their work and/or discuss and reflect upon behaviour.

Stage 2: Continued Stage 1 behaviour despite intervention, fighting, bullying, theft, persistent and inappropriate name calling, swearing

The pupil is sent to the Headteacher or Deputy Headteacher. They will be made to stay in for at least one break time (depending upon the severity of the behaviour). During the break time they will work at the desk outside the Headteacher's office or in the lunchtime room and complete appropriate tasks or have time to discuss their behaviour and any factors relating to this). The Head/Deputy Headteacher will also record the incident in our behaviour log (CPOMS).

Action at this stage may be repeated a number of times before reaching Stage 3.

It should be noted at Stages 1 and 2 that pupils are always supervised when kept in at break/lunch times. An alternative is to send pupils to work in another teacher's classroom on occasion but this will depend on the child's needs and circumstances.

Stage 3: Continued inappropriate behaviour and more serious incidents

The pupil's parents/carers will be contacted and invited into school. If this is the first time this type of behaviour has been seen, this meeting with parents/carers may be enough to improve a pupil's behaviour. For others, further action needs to be planned. This may include:

- a home/school communication book/sheet
- an Individual Behaviour Plan (IBP)
- internal break/lunchtime exclusions for longer periods of time
- Indoor quiet time at break/lunchtimes (Lego, colouring, jigsaws etc)
- Referral for support from an external agency
- Weekly 'Time To Talk' with our school counsellor
- Pupils and parents/carers will be warned that if this behaviour continues/there is no improvement or there is a repeat of a serious incident, a fixed term exclusion may be issued.

At this stage support will be given to the child to try to improve their behaviour, for example positive behaviour charts, individual reward charts/strategies, adapted daily timetable, use of Circle Time.

We will look at reasons why a child might be behaving in this way and look to support the pupil and/or their family with any contributing factors. Staff receive annual training in Attachment Trauma and the impact of Adverse Childhood Experiences which supports them in understanding the possible underlying causes of a child's negative behaviour and how best to support them. (See also our Policy for Children Looked After and Previously Looked After)

We also take into consideration the impact of the Coronavirus pandemic on some children and their families.

We ensure that all adults in contact with the pupil know what action has been agreed in school so everyone can support and monitor as needed.

For children at this stage, review meetings with parents may take place every few weeks to review progress until an improvement in the pupil's behaviour is seen. Review meetings are recorded in the child's Individual Behaviour Plan and notes added to our Behaviour log (CPOMs).

The stages above usually prove very successful in supporting pupils to manage and improve their behaviour. As a result, our school rarely has to use fixed term exclusions. However, we will move to Stages 4 and 5 where we deem this necessary.

Stage 4: Extremely serious incidents and/or constant re offences, despite a number of supportive and preventative strategies

-Fixed term exclusion starting with half a day and building up, or a number of days/1 week/ 2 weeks depending upon the severity of the incident.

-Referral to the Local Authority Behaviour Panel for support if a number of fixed term exclusions have occurred and no improvement is being seen

Stage 5:

Permanent Exclusion: if all previous stages have been carried out, there is no improvement to behaviour and the pupil poses a risk to their own and other's safety, a permanent exclusion may take place, in consultation with the Local Authority.

The use of sanctions does not always follow a step by step process. For some very serious incidents a child may, for example, go straight to Stage 4.

11. SCHOOL TRIPS AND EDUCATIONAL VISITS

We will strive to ensure that all children are able to attend visits out of school and we will make reasonable adjustments and provide additional support for those pupils with behavioural difficulties. However, if we feel that a pupil's behaviour may seriously disrupt the enjoyment and learning of other pupils or if their behaviour poses a risk to their safety or the safety of others, a discussion will take place with parents/carers about the pupil possibly not attending the visit and alternative arrangements being made. In some circumstances, parents/carers may be asked if they are able to attend the visit with their child.

12. BULLYING (SEE OUR CHILD ON CHILD ABUSE POLICY)

13. THE USE OF REASONABLE FORCE

To deal with this issue, the school follows the guidelines outlined in

'The Use of Reasonable Force in Schools: DfE

(November 2013, updated 2015) *These guidelines are available on our school website also- Policies section*

The guidance above states that:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It is rare that staff need to use reasonable force in school to control or restrain pupils, however we do have staff members who are trained in Team Teach. This trains staff in the use of physical intervention when needed but also focuses on effective communication with children and a wide range of de-escalation techniques. This training is updated every two years.

Where appropriate, school will develop a 'Safety Plan' for pupils which will include a risk assessment relating to the child's needs and behaviour in addition to agreed strategies and actions.

It is our legal duty to make reasonable adjustments for disabled children and children with disabilities and special educational needs. These will be discussed with parents/carers when formulating Individual Plans for pupils.

We will always inform parents/carers if physical intervention has been used with their child during a behavioural incident. School also completes an 'Incident Record Form' which is added to CPOMs.

14. THE POWER TO SEARCH PUPILS WITHOUT CONSENT

In addition to the general power to use reasonable force described above, the DfE guidance also states that headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items :

- knives and weapons*
- alcohol
- illegal drugs • stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

**See the Schools 'Weapons Policy' also*

15. ROLES AND RESPONSIBILITIES

The role of the Staff Member (Teachers, Support Staff, Lunchtime Supervisors etc)

To support our Positive Behaviour for Learning policy:

- It is the responsibility of all class teachers and support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson and break times.
- The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and interact positively during break times.

- All staff members treat each child fairly, and enforce the school code of conduct consistently. Staff treat all children with respect and understanding.
- If a child misbehaves, staff members consistently follow the procedures outlined in Section 11: Sanctions.

The role of the Headteacher

It is the responsibility of the Head Teacher to implement the school 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. This includes organising continual professional development on pupil behaviour.
- The Head Teacher keeps records of all reported serious behavioural incidents
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious behavioural incidents. For repeated or very serious acts of anti-social behaviour, the Head Teacher may advise the governing body that a permanent exclusion may be needed to ensure the learning of other children is not disrupted.
- The Head Teacher acts as the Lead Professional in promoting positive behaviour for learning.
- The Headteacher monitors behaviour daily at lunchtimes and supports the Lunchtime Supervisors and Kitchen staff in promoting positive behaviour throughout the lunch time period.

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school:

- We explain the school rules in the school prospectus, and we expect parents/carers to read them and support them. We also consult with parents/carers on any significant changes to the school Behaviour Policy and ask for feedback annually about the policy.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- In addition to school emails, texts and newsletters, Class Dojo is used as a tool to promote positive interaction and engagement with parents/carers
- In the case of out of school clubs and educational visits the school reserves the right, where appropriate, to ask a parent/carer to accompany their child to support them with behaviour.
- If the school has to use reasonable sanctions as a consequence for inappropriate/negative behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should contact the Head Teacher/ Deputy Head Teacher in the first instance. It may be necessary to arrange a meeting involving the class teacher at this point. If the concern remains parents/carers may wish to follow the procedures outlined in our Complaints Policy.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

16. SHARING THE POLICY WITH MEMBERS OF THE SCHOOL COMMUNITY

In order to ensure that all members of the school community understand and are aware of the policy, we have carried out the following actions:

- The policy has been agreed by the full Governing Body. It is then reviewed every year.
- The main parts of the Policy have been shared with the children during a Headteacher Assembly. This will occur annually during 'Anti-Bullying and Positive Behaviour for Learning Week'.
- The school Council have reviewed and updated the School Code of Conduct. A copy of this is displayed in every classroom.
- The policy is available to parents/carers on our school website and we ask parents/carers for feedback about the policy annually.
- The policy is referred to in our Home/School Agreement.
- The full policy has been shared with staff. They all have a copy of the policy and it is available on the school website. Staff contribute to the annual policy review.

17. MONITORING AND REVIEW

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher records those incidents where a child is sent to her on account of inappropriate behaviour in CPOMS. A record of meetings with parents/carers about behaviour and Individual Behaviour Plan's are also added to CPOMS.

The Head Teacher keeps a record of any exclusions; these are reviewed termly at Governing Body meetings.

It is the responsibility of the Governing Body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial, gender and disability equality; it will seek to ensure that the school abides by all statutory guidance.

The governing body reviews this policy regularly, in consultation with the wider school community. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.