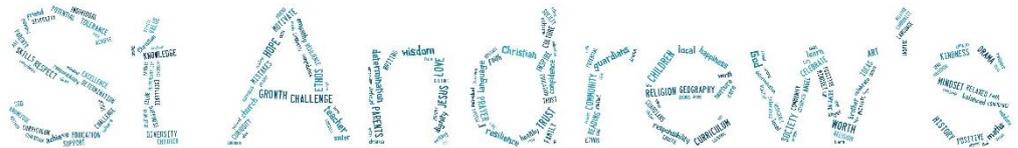St Andrew's Church of England Primary School

Positive Behaviour Management Policy

Diocese of Chelmsford Vine Schools Trust

St Andrew's Church of England Primary School

Positive Behaviour Management Policy

*Enjoying success within a healthy, safe, and stimulating environment,
we learn in an engaging and exciting way. As life-long learners,
everyone in our school community is encouraged to achieve excellence
in all they do.*

*Through our Christian values we promote care, consideration and
respect for all. Through our endeavours we build confidence,
independence, self-esteem and happiness.*

This policy should be read with the following policies, guidance and legislation;
- ✓ Special Education and Disability Needs (SEND) Policy;
- ✓ Equality Act 2010;
- ✓ Exclusion Policy;
- ✓ Positive Handling Policy.

1.0   Introduction and Rationale

1.1   The Governing Body of St Andrew's Church of England Primary School, has a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment.

1.2   St Andrew's Church of England Primary School recognises the importance of a behaviour policy that sets out the behaviour expectations of all pupils attending our school.

1.3   A strong and clear policy on behaviour is essential when supporting the management of behaviour in our school, including rewarding and sanctioning pupils.

1.4   This policy is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2.0   Behaviour Policy Aims

2.1   At St Andrew's Church of England Primary School our aim is:

o   To create an environment that encourages and reinforces good behaviour in line with Christian values;
o   To define acceptable standards of behaviour;
o   To encourage consistency of response to both positive and negative behaviour;
o   To promote self-esteem, self-discipline and positive relationships;
o   To ensure that the Academy's expectations and strategies are widely known and understood;
o   To encourage the involvement of both home and the Academy in the implementation of this policy.

2.2   As adults we aim to:

o   Model high standards of behaviour, both in their dealings with the students and with each other;
o   Create a positive climate with realistic expectations;
o   Emphasise the importance of being valued as an individual within the group;
o   Promote, through example, honesty and courtesy;
o   Provide a caring and effective learning environment;
o   Encourage relationships based on kindness, respect and understanding of the needs of others;
o   Ensure fair treatment for all regardless of age, gender, race, ability and disability;
o   Show appreciation of the efforts and contributions of all.

3.0   Entitlements and Responsibilities

3.1   At St Andrew's Church of England Primary School we recognise that everyone has the right to feel valued and respected whilst at school and in return that everyone has a responsibility to respect and value others.

3.2   **Children, have a right to:**

✓   Learn in a friendly, encouraging, secure and supportive school environment.
✓   Have appropriate access to the teacher's time.
✓   Be heard and be able to express opinions.
✓   Be treated with courtesy and respect.

Have a responsibility to:
✓   Show respect to people and the property of others.
✓   Be co-operative and considerate.
✓   Act in a safe and responsible manner for themselves and others.
✓   Speak out but also to listen.

3.3   **Staff, have a right to:**

- ✓ Work in a pleasant and safe environment and to be able to achieve job satisfaction.
- ✓ Be treated with courtesy and respect by colleagues, parents and pupils.
- ✓ Support from colleagues and parents.

Have a responsibility to:
- ✓ Ensure that they are encouraging, positive, consistent and that they discipline fairly.
- ✓ Recognise and respond positively to good behaviour.
- ✓ Consult with and support colleagues and parents.
- ✓ Work within the framework of agreed whole school policies.
- ✓ Show courtesy and respect to people and the property of others.

3.4   **Parents, have a right to:**
- ✓ Expect consistent approaches to codes of behaviour used by teachers throughout the school.
- ✓ Receive and offer information about their child's education and behaviour.

Have a responsibility to:
- ✓ Let the school know of any concerns.
- ✓ Support the school in promoting and modelling positive behaviour.
- ✓ Be willing to listen and work with the school in developing workable solutions to problems.
- ✓ Support, agree and adhere to the home school agreement.

3.5   These rights and responsibilities are shared through the home school agreement which is sent home to parents of children at the start of each academic year and is expected to be signed and returned.

4.0   School Expectations, Shared values

4.1   There are 3 shared values;

    4.1.1   Love
    4.1.2   Trust
    4.1.3   Wisdom

4.2   Our positive school ethos comes from successful classroom practice. Most children accept the need for a common guiding framework and most will readily accept the sort of values we seek to promote.

4.3   At the beginning of the academic year the class teacher and the children discuss and agree class expectations. These are displayed in every classroom and are referred to as appropriate. They are based on the notion of 'Rights and Responsibilities'.

4.3.1 Rights

The three fundamental rights at our school are:
- The right to **LEARN**
- The right to be treated with **DIGNITY** and **RESPECT**
- The right to feel **SAFE** (physically and emotionally)

4.3.2 Responsibilities

Rights have corresponding responsibilities. These often need to be explicitly taught. These are just a few examples:
- Manners e.g. please, thank you, may I borrow.
- Using people's names.
- Caring for property.
- Moving appropriately around the classroom and school.
- Entering and leaving the room appropriately.

These responsibilities are explicitly taught and reinforced until they become …

4.3.3 Routines

Class expectations are clear and as situation specific as possible. These are clearly displayed in each classroom. These expectations form the basis on which the class operates and are referred to and incorporated into daily activities. In this way, each classroom encourages children to:

- Own their own behaviour.
- Respect the rights of others.
- Develop a positive self-esteem.
- Build workable relationships.

5.0 Positive Classroom Management

5.1 Classroom management and in particular the quality of teaching and learning is the key to managing children's behaviour effectively. Classroom management skills include detailed planning and preparation to ensure that children are engaged in relevant and appropriate tasks; involving children in stimulating, active learning; grouping children in ways that minimise disruption; anticipating problems and dealing appropriately with incidents before they escalate.

5.2 Teachers employ skills of 'positive correction' to deal with low-level misbehaviour. This occurs in the short-term and is immediate. It is balanced with preventative management, built around a framework of rules and routines.

5.3 Teachers plan for positive correction by:

- Choosing the language of positive correction
- Selecting the best strategy
- Managing the correction in the least intrusive way

5.4 Positive correction is 'Directional but positive'. It involves:

    5.4.1 Ensuring appropriate tone and gesture.

    5.4.2 Pausing to ensure that attention is gained before giving directions.

    5.4.3 Using privately understood signals.

    5.4.4 Tactical ignoring of secondary behaviour to keep the focus on the primary behaviour.

    5.4.5 Distraction and diversion.

    5.4.6 Partial agreement – 'That may be so, but…'

    5.4.7 'When…then…'direction.

    5.4.8 Question and feedback – avoiding use of the open interrogative 'Why? About the behaviour, but focusing on 'What?', 'Where?' 'How?' and 'When?' e.g.: What should you be doing? Where should you be doing it?

    5.4.9 Rule reminders (through a direct reminder or through a question).

    5.4.10 'Take-up time' which allows pupils enough time to do what has been asked and 'save face' avoiding unnecessary confrontation.

    5.4.11 Choice direction: 'if…then…' which conveys that if the child continues to behave in an unacceptable way then there will be a consequence of some kind – immediate or deferred.

6.0 Promoting positive behaviour

6.1 At St. Andrew's we believe in promoting positive behaviour.

6.2 It is all too easy to notice inappropriate behaviour and take positive behaviour for granted. If we want to promote positive attitudes to learning and a harmonious working atmosphere, we need to recognise those children who work hard, who are friendly and co-operative, courteous and kind. For example, if the noise level in the classroom is too high, it can often be lowered just as effectively by praising those children who are working well rather than admonishing those who are not.

6.3 Wherever appropriate we recognise and value good behaviour by giving verbal praise, by awarding Class Dojo points or Improver Awards.

6.4 **Reward Structure**

6.4.1 To accompany our belief in the positive reinforcement we believe in rewarding children. The most important aspect of any learning environment is the reward structure. We create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect. The following rewards are available.

6.4.2 **Rewards need to be linked to improvements in learning, work, skills or behaviour.**

6.4.3 Verbal praise.

6.4.4 Verbal praise accompanied by a Class Dojo point/sticker.

6.4.5 Being sent to a senior member of staff for verbal praise/sticker.

6.4.6 A Class Dojo point can be given by any member of staff.

6.4.7 Mid-day Assistants give Class Dojo Points to the children for positive behaviour and good manners.

6.4.8 Message home via Class Dojo complimenting them on positive behaviour.

6.4.9 Improver of the Week Certificate in assembly. This involves an invite to have hot chocolate with the Headteacher's.

6.4.10 From 2020/21 – House points/certificates.

6.4.11 Postcards for demonstrating how they have shown the Values/Vision.

6.5 Class Dojo

6.5.1 At St Andrew's we use 'Classdojo' (https://teach.classdojo.com) to reinforce and promote positive behaviour.

6.5.2 Each child can be awarded individual points and these are assigned a particular area and value.

6.5.3 At St Andrew's we have chosen not to use 'negative points'. Any concerns or negative behaviour will be messaged to the parent/carer or verbally discussed.

6.5.4 ClassDojo strongly reinforces the 'growth mind set' ideology of learning and class teachers can use the accompanying film clips – 'Big Ideas' - as a discussion point to stimulate discussions.

6.5.5 Parents have access to their child's Class Dojo and are expected to check it regularly as per the home school agreement.

6.5.6   Teachers and other staff will message parents/carers when required. However, messages will not be sent or replied to:
  ✓   Between the hours of 5pm and 8:30am the following day.
  ✓   Between 5pm on Friday and 8:30am on Monday.
  ✓   In any holidays.

6.5.7   When a parent/carer sends a message they must agree to our acceptable contact expectations in the home school agreement.

6.5.8   All staff must adhere to the St Andrew's Code of Conduct when contacting parents via Class Dojo.

6.5.9   When messages are received staff should respond within 48 hours unless it is within non-contact times and then it should be within 48 hours from the next working day.

7.0   Managing negative or unacceptable behaviour with a positive ethos

7.1   Even in the best managed classes and schools, incidents will occur which give rise to concern. At St Andrew's we believe that a restorative justice approach must be used at all times and that consequences are linked to this always in the first instance.   We follow a **sliding scale of consequences (see page 13)**. Any instances of any extreme or disconcerting behaviour must be recorded on CPOMS, our monitoring system.

7.2   **Consequences**

7.2.1   The consequences that we apply are derived from the values that we hold. We aim to keep the child's self-esteem as intact as possible. Our Values of Love, Turst and Wisdom form the basis of all interaction with children.

   Consequences should be:
  • Consistent
  • Reasonable
  • Related
  • Applied with **certainty** rather than **severity**

7.2.2   Some consequences can be immediate, for example:

  • Relocation within the classroom.

7.2.3   Most consequences have to be deferred, for example:

  • Missing part or all of a playtime to complete work.

7.3   **Removal from the Classroom**

7.3.1   A child may be required, in very rare cases, to leave the classroom for any behaviour which is repeated and is significantly affecting the right of:

The teacher to teach.
or   The pupils to learn.
or   The pupils to feel safe.
or   The pupils to be treated with respect.

7.3.2   If this is the case the child should be sent to another class nearby, e.g. Year 5 child sent to Year 6 or vice versa, for a short period of reflection time and then discussion with the class teacher on return about their actions and how they can try not to repeat them. This discussion should focus on

1.   What did I do?
2.   Why did I do it?
3.   What rule did I break (or right did I infringe)?
4.   What can I do to fix it?

7.4   Reparation (the 'fixing-it' rule) – Restorative Justice

7.4.1   It is most important to help children develop a sense of accountability and justice. They need to understand that behaviour is related to outcome and that desirable/undesirable consequences are an outcome of their choice. We attempt to foster some connection in children's thinking and their future action.

7.4.2   This is done by applying, wherever possible, logical consequences which are linked to the behaviour. There should be a connection between behaviour and outcome that is as fair and sensible as possible. Logical consequences emphasise self-control, responsibility, accountability and choice.

7.4.3   Examples of logical consequences might include:
- Missing break times or having solitary break times if a child persists in hurting others.
- Thinking Lunch – period of time with a member of SLT to reflect on their behaviour.
- Saying sorry.
- Writing a letter of apology.

7.5   Frequent Offenders (recorded on CPOMS)

7.5.1   Unfortunately at times there are a few children whose behaviour is an almost constant cause of concern. In these cases, a child may not respond to all the efforts made by the school, including:

- Prevention
- Positive correction
- Repairing and rebuilding
- Reasonable use of consequences
- Enlisting parental support
- Involvement of outside agencies

7.5.2   Such children cannot be simply described as 'lively' or 'a bit of a handful' and their behaviour can cause considerable stress in an otherwise well-managed classroom. Early identification is essential in order to plan a programme of action. Under the terms of the 1993 Education Act children with emotional and behavioural difficulties are deemed to have 'special educational needs' because they are facing barriers which hamper their normal educational progress.

7.5.3   We keep a detailed record of incidents of behaviour that cause concern. In these serious and recurring cases a child is likely to be at school action or school action plus and will be referred to the Educational Psychologist. Where appropriate, referral may also be made to other agencies. We keep parents informed of the steps that the school is taking, involving the child at a level appropriate to their age and understanding.

7.5.4   If the frequency, intensity and severity of the behaviour shows no response to all of these strategies, the school may need to use tools such as:

- Reduced timetable.
- Partial exclusion.
- Full Exclusion.

7.5.5   Any concerns regarding negative behaviour which a member of staff may think is linked to any safeguarding concerns **must immediately pass on to the DSL or DDSL** and typed up on CPOMS.

8.0   Playground Guidelines

8.1   Play in the correct area of the playground or field.

8.2   Always use polite language.

8.3   Make sure everyone knows the rules of a game before it starts – let other children join in.

8.4   Look after our school equipment.

8.5   Play safely, and make sure your words and actions do not hurt other people.

8.6   Own up if something is your fault, and don't blame others.

8.7   Be friendly to other children, and give them space if they need it (ask children on their own if they would like to play).

8.8   Make sure you always put your rubbish in the bins.

8.9   Play good sensible games fairly and accept it if you lose..

8.10   Mending Problems

8.10.1   Beginning a game with random selection - stone-in-hand, Rock/Paper/Scissors, etc can prevent problems before they happen.

8.10.2   Be prepared to say sorry and make a fresh start.

8.10.3   Listen to each other's points of view, and be prepared to agree to disagree.

8.10.4   For more difficult friendship problems children use 'Peace Path' or 5 Ws
What do we think the problem is?
What do we think has happened?
Why do we think it happened?
What could we do to solve the problem together?
Who could help us?

8.10.5   Don't get involved in problems that don't concern you. Let your friends work out their own problems.

8.10.6   We might like to make it up with a person we've upset by….

8.10.7   Making them a card, bookmark or picture.

8.10.8   Writing them a "sorry" letter.

8.10.9   If you have tried all of these ideas, ask another adult to come and help solve the problem.

8.11   MDAs should use positive behaviour management in their role in how to support positive e behaviour and to challenge negative behaviour. They can:
- Award Class Dojo points.
- Ask a child to apologise for negative behaviour.
- Send a child to Thinking Lunch for continuous or extreme negative behaviour.
- Fill out a MDA Behaviour Pupil Referral Form and pass onto relevant member of staff.
- <u>Refer any Safeguarding concerns immediately to the DSL or DDSL.</u>

9.0   Exclusions

9.1   Only a head teacher has the power to exclude a pupil from school for disciplinary reasons, as set out in Circular 10/99 'Social Inclusion: Pupil Support'. Head teachers must follow the guidelines in Chapter 6 and Annex D of the Circular when excluding a pupil.

9.2   A pupil may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period exclusions should normally be of short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the LA.

9.3   A decision to exclude a pupil is taken only:

- In response to serious breaches of a school's discipline policy.
- If allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school.

9.4   In most cases a range of alternative strategies should be tried before excluding a pupil. This is not meant to prevent immediate action to protect pupils and staff. A permanent exclusion can be given for a first offence, for example involving violence, but only when the head teacher has had further opportunity to consider the incident in question.

9.5   Head teachers are not legally bound to consult the parent before excluding a pupil, but the parent and pupil should be warned in advance if exclusion becomes a likely prospect. Once a pupil is excluded, the head teacher must notify the parent immediately, ideally by telephone. This should be followed up at once by a letter, setting out:

- The exclusion period, and the date and time when the pupil should return (for fixed period exclusions)
- For permanent exclusions, the date from when the exclusion is effective
- The reasons for the exclusion and the circumstances, including steps taken to avoid it
- For permanent exclusions, any relevant previous warnings or disciplinary measures
- Arrangements for setting and marking work
- The parent's right to make representations to the discipline committee, with details of how to make such representation
- The parent's right of access to the child's school record

9.6   Head teachers must also inform the trust board, governing body and the LA immediately of:

- All permanent exclusions
- Exclusions that will mean a pupil misses more than five school days in a term, or misses the chance to take any public examination.

9.7   The head teacher may be required to give evidence to the discipline committee, which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel.

10.0   Confiscation of Inappropriate Items

10.1   There are two sets of legal provisions which enable school staff to confiscate items from pupils:

10.1.1 The general power to discipline - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

10.1.2 The Power to search without consent for 'prohibited items' including:
o knives and weapons

- o alcohol
- o illegal drugs
- o stolen items
- o tobacco and cigarette papers
- o fireworks
- o pornographic images
- o any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- o any item banned by the school rules which has been identified in the rules as an item which may be searched for.

10.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

10.3 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

11.0 Reasonable Use of Force

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 The Headteacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

11.3 St Andrew's Church of England Primary School can also identify additional items in our school expectations which may be searched for without consent. Force cannot be used to search for these items.

11.4 Further guidance can be found in the Positive Handling Policy.

12.0 Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Governing Body.

12.1 Review

This policy will be reviewed every 2 years.

12.2 Next review **Summer 2022.**

Love   Trust   Wisdom

Consequences Chart

Action	Consequences
- Consistent positive choices. - Good learning behaviour. - Working hard. - Overcoming a barrier. - New learning remembered. - Thoughtful actions. - Work neatly presented. - Being tidy and organised. - Being in school every day. - Helping others. - Showing St Andrew's Values – Love, Trust or Wisdom. - Demonstrating good manners. - Good listening.	- A smile. - A thumbs up. - Praise. - Top Dojo award. - Hot chocolate with Mrs Fawcett. - Certificate in assembly. - Photos on Dojo. - Message home. - Share work with Mrs Fawcett. - Show work to Jenson. - Stickers. - Dojo points awarded. - Extra play time.
- Prodding or poking someone. - Being silly. - Distracting others. - Hurting someone without intention. - Making a silly noise. - Pulling faces at someone. - Not working. - Not focused on task. - Not following instructions. - Pushing or barging someone. - Play fighting. - Not lining up sensibly.	- A frown. - A reminder to make the right choice. - Moved away from friends in the classroom. - Loss of free-time – 15 minutes at break. - Loss of free time – attend Thinking Lunch. - Loss of more than 15 minutes of free time – attend Thinking Lunch. - Message home.
- Arguing with someone. - Disrupting the class in their learning. - Using inappropriate language. - Not following an adult's instructions. - Hurting someone. - Being oppositional or defiant. - Fighting. - Threatening someone. - Damaging property. - Intentional harm – verbal or physical. - Escalation of any behaviours that endanger safety.	- Telephone call home. - Isolation time in another class. - Internal exclusion supervised by SLT for half a day. - Internal exclusion supervised by SLT for a whole day. - Meeting with parents. - External exclusion.