



GADE VALLEY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

AIMS AND EXPECTATIONS:

At Gade Valley School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting a supportive environment, pupils are able to reach their full potential, emotionally, socially, spiritually and academically.

The primary aim of our behaviour policy is to promote good behaviour. Staff do not ignore unacceptable behaviour; they have high expectations, are good role models and reward pupils, which enables us to promote positive behaviour. (See Appendix I 'Rewards and Consequences')

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. When consequences are needed, this policy outlines the expected outcomes for all pupils.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Report to the governors each term the number of level 3, 4, 5 and 6 consequences.
- Ensure the health, safety and welfare of all pupils in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II).
- Support teachers and SENCO with behaviour management strategies and outside agencies.
- Support SENCO and teachers in creating individual behaviour plans.
- Securely receive and share behaviour records from pupils joining the school and leaving the school.
- Discuss strategies with parents whose children are at risk of exclusion, this may include temporarily putting a pupil on a reduced timetable.
- Be available (along with other SLT members) to supervise pupils during lunchtime.

Exclusions

The headteacher has the responsibility for giving suspensions (fixed-term exclusions) to individual pupils for serious acts of misbehaviour (level 5) or persistent level 4 behaviours. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also permanently exclude a pupil in response to a serious one-off breach or persistent breaches of the school's behavior policy (level 6). This action is only taken after the school governors have been notified. The decision for exclusions can be made in respect of behaviour inside or outside of school.

If the Head Teacher suspends a pupil, the parents should be informed immediately, giving reasons for the fixed-term exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. The Head Teacher will inform the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

See the suspension and permanent exclusion policy for more detail.

The SENCO will:

- Support teachers with behaviour management strategies.
- Liaise with local agencies such as, DESC or CAHMS.
- Support teachers in meeting with parents/carers when necessary.
- Support teachers in writing Individual Learning Plans or Individual Behaviour Plans.

Pupils with Special Educational Needs

We recognise that there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that certain rewards and consequences are not an appropriate means of managing their behaviour and therefore other programmes of intervention and support may sometimes be used in conjunction with external agencies.

Individual Behaviour Plans

The school's positive behaviour policy effectively works for the majority of pupils. For some pupils, they may require an Individual Behaviour Plan to formalise strategies that differentiate from this policy. Pupils who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include pupils who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

Teachers will:

- Offer a curriculum that enables pupils to engage.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Use the behaviour log (CPOMS) when necessary.
- Ensure the pupils in their class know the class and school rules.
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents.
- Ensure that pupils have an (age-appropriate) understanding of the positive behaviour policy.

All Staff will:

- Use behaviour ladder consistently and praise or use consequences consistently.
- Deal with behaviour issues that occur within school and on school trips.
- Give opportunities to pupils to develop interpersonal and social skills.
- Give the opportunity to pupils to work in groups, pairs or individually.
- Make sure that pupils listen and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Be a positive role model.
- Reward/praise positive behaviour.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Be aware of pupils who require additional support.
- Use 'Steps' training to promote positive behaviour and deescalate negative behaviour.
- Treat all pupils equally. It is important that the pupils see and feel that the actions of staff are fair.
- Closely supervise pupils -
 - a) Staff on duty to arrive on the playground punctually.
 - b) Staff not on duty to be in the teaching areas to see the pupils leave and re-enter the building in an orderly manner.

- c) Staff should spread out and monitor pupils.
- d) Staff will have high expectations of pupil behaviour.
- Support each other in maintaining consistent behaviour throughout the school.
- Expect politeness ('please', 'thank you', 'excuse me' etc.).
- Be alert to signs of bullying and discrimination and encourage pupils to be the same.
- Deal sensitively with pupils in distress.
- Listen to accounts of incidents given by the pupils.
- Deal with discipline problems immediately wherever possible, especially minor misdemeanours.
- Reinforce 'YOYOB' (You own your own behaviour).
- Promote CHAMP learning behaviours.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct pupils without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a pupil from hurting themselves or others, from seriously damaging property or causing serious disorder. In all cases, members of staff are guided by the advice provided by Therapeutic Thinking Training (Hertfordshire Steps); children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parental permission may be sought in advance if deemed necessary.

Physical contact can be used to (the following list is not exhaustive but provides some examples)

- comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;

Reasonable force can be used to (the following list is not exhaustive but provides some examples)

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

Any occasions when reasonable force is used will be recorded.

Pupils will:

- Follow instructions given by adults.
- Behave in an orderly and self-controlled way.
- Show respect to others.
- Be honest.
- Learn/work co-operatively.
- Obey the school rules.
- Resolve disputes positively.
- Treat the school environment with respect.
- Wear the correct uniform at all times.
- Be aware of and understand their rights and responsibilities (see Appendix II).

- Be aware of their own emotions and actions and take responsibility for these.
- Inform an adult if they witness or experience undesirable behaviour when it happens.
- Ensure that they are always in the supervision of adults.
- Contribute to the writing of their own class rules.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Parents, Carers and Families will:

- Support the school when consequences have been used.
- Take responsibility for their child's behaviour when they are not on school premises, including online behaviour.
- Promote positive behaviour at home in order to have continuity between home/school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Respect the school rules and the school staff.
- Let the school deal with any issues with other children/parents regarding incidents within the school.
- Be responsible for getting their children into the school building.

The Governing Body will:

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.
- To form a discipline committee to consider any exclusion appeals.
- Be notified of fixed-term exclusions and support the headteacher with permanent exclusions.

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour on its internal recording system (CPOMS).

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable resulting in a level 4 or 5 consequence, they will not be accepted on a trip and instead will complete learning activities at school. Furthermore, if pupils are deemed to put themselves in danger during a trip, appropriate action plans will be devised which could involve asking a parent/carer to accompany them.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

The above also applies to any school sporting events.

Extra-Curricular clubs (including Early Bird and Night Owls)

We expect the same high standard of behaviour as we would during the normal school day; as a result, an adaptation of the positive behaviour policy will be implemented. The school reserves the right at any time to withdraw any pupil from an extra-curricular club if they are involved in any behaviour which we deem does not live up to our school code of conduct - if this does happen fees will be reimbursed.

Behaviour Outside of School (including online)

We expect our pupils to demonstrate the same high standards of behaviour when they are off the school premises as they do on-site. This includes behaviour:

- When representing the school in any capacity
- When travelling to and from school
- When wearing school uniform in a public place

If alerted to any misbehaviour off-site, the school will always investigate and manage the incident appropriately.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following policies:

- Child Protection Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Suspension and Permanent Exclusion Policy
- Mobile Phone Policy

APPENDIX I - Rewards and Consequences

Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise.
- House Points
- Happy face on board.
- Responsibilities.
- Stickers
- Showing good work to the Headteacher/SLT/teachers.
- Showing work in assemblies.
- Pupil's work is displayed throughout the school.
- Learning Champ of the day sticker.
- Learning Champ of the week certificate.
- Parent email / text.
- Class initiatives such as 'table points' or 'CHAMP ducks'.
- Whole class rewards, such as extra playtime.

LEVELS

	Examples of Behaviour	Possible Consequences	Comments
Level 1	<p>Interrupting/calling out</p> <p>Losing concentration</p> <p>Running inside the school building</p> <p>Ignoring instructions</p> <p>Inappropriate noises</p> <p>Pushing in line</p> <p>Not completing sufficient work in lessons</p> <p>Talking in assembly</p> <p>Physical play-fighting</p>	<p>Quiet reminder.</p> <p>Non-verbal signals (e.g. Eye contact, waving).</p> <p>Some incidents in this stage may result in immediate loss of activity e.g. talking in assembly as pupils are given constant reminders of this.</p> <p>Up to 5 minutes of breaktime or lunchtime (which can be earned back).</p>	<p>Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.</p>
Level 2	<p>Persistent level 1 behaviour, or:</p> <p>Rudeness</p> <p>Affecting other pupil's learning</p> <p>Inappropriate remark or behaviour to other pupils</p> <p>Minor challenge to authority</p> <p>Damaging school's/pupil's property</p> <p>Leaving class without permission</p> <p>Harmful/offensive name calling</p>	<p>Name written on the sad face on board.</p> <p>Miss playtime or part of lunchtime either with class teacher or in sanction area.</p> <p>Pupil may be sent to a member of the Leadership team.</p> <p>Change of seating.</p> <p>Working in another classroom.</p>	<p>Incidents to be recorded on digital log.</p> <p>Register half-termly and speak to persistent offenders.</p> <p>Parents informed if children in the behaviour log 3 times per half-term.</p>

<p>Level 3</p>	<p>Persistent level 2 behaviour, or:</p> <p>Persistent swearing</p> <p>Throwing objects with intent to damage / harm</p> <p>Intentionally damaging school's/pupil's property</p> <p>Intentionally causing harm to another pupil</p> <p>Continued or more serious challenge to authority</p> <p>Stealing</p> <p>Repeated refusal to do set task or comply with a reasonable request.</p> <p>Highly offensive remarks to children</p>	<p>Headteacher informed.</p> <p>Sent to a member of the SLT.</p> <p>Telephone call or face to face conversation to inform parents/carers.</p> <p>Loss of playtimes /lunchtimes.</p>	<p>Behaviour log to be filled in.</p>
<p>Level 4</p>	<p>Persistent level 3 behaviour, or:</p> <p>Bullying</p> <p>Fighting</p> <p>Racism</p> <p>Violence (towards another pupil)</p> <p>Very serious challenge to authority</p> <p>Trying to leave school without permission</p> <p>Highly inappropriate behaviour, e.g. spitting.</p>	<p>Sent to the Headteacher.</p> <p>Meeting with parents/carers and a letter home.</p> <p>Loss of playtimes/ lunchtimes</p> <p>Internal exclusion for a fixed period.</p> <p>Ban on representing the school and/or trips outside school – fixed period.</p>	<p>Situation to be monitored by teachers and Headteacher</p>
<p>Level 5</p>	<p>Persistent level 4 behaviour, or:</p> <p>Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff/adults</p> <p>Malicious physical assault on another pupil.</p> <p>Leaving school without permission.</p> <p>Any behaviour that puts the pupil, other pupils or staff in danger (including repeated refusal to comply with school rules/instructions).</p> <p>Seriously harming the education or welfare of the pupil or other pupils in the school.</p>	<p>Sent to the Headteacher.</p> <p>Meeting with parents/carers and a letter home.</p> <p>Suspension (exclusion for a fixed term).</p> <p>Ban on representing the school and/or trips outside school – fixed period.</p>	

Stage 6	Repeated level 5 behaviour, or: A serious one-off breach of the school's behaviour policy (<i>and allowing the pupil to remain in school would seriously harm the education or welfare of others</i>).	Governor disciplinary sub-committee convened. Permanent exclusion from school.	
----------------	--	---	--

APPENDIX II - Rights and Responsibilities

Staff Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Pupils Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and yourself safe. To inform a member of staff of any problems.
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

APPENDIX III – Key Points for positive behaviour and de-escalation from Step-On Training:

- Be **pro-active** with behavioural issues- **understand** the children and the factors which could cause unwanted behaviour. Be **empathetic**.
- Build **connections**, be positive, caring and trustworthy.
- Find opportunities to **praise** - remind children of success.
- Try not to raise a child's **anxiety**. Think about situations that could heighten this such as sticks and immediate questioning.
- Take '**do not**' out of your vocabulary - *For example say, 'talk quietly' instead of 'do not shout'.*
- If necessary, say - '**don't talk to anybody like that,**' instead of 'don't talk to me like that.'
- Use **positive phrasing** by saying **thank you** and give **clear** instructions.
- Establish **routines** to get attention of class such as clapping or hand gestures - avoid shhh(ing).
- When giving limited choice, offer **equal value** choices.
- **Disempower** poor behaviour - hold your nerve!
- Use **de-escalation** script (*_, I can see something is wrong, I'm here to help, you talk and I'll listen, let's go to the _ to talk about it more*).
- Give a child time to calm down after a crisis (before following up).
- If a child apologises by saying **sorry**, explore what it means so that it is not a token gesture.
- Following a behaviour incident, do not react immediately. Let the pupils **calm down** and give them an **opportunity** to give their version of events.
- In a difficult situation:
 - Positive Phrasing** - Come sit next to me for a story.
 - Limited choice** - Would you like to sit on the chair or the beanbag?
 - Disempowering the behaviour** - You can listen to the story from there.
 - Consequence** - We will check you understand the story before going out for breaktime.
- Ensure that all adults deal with particular behaviour issues and children **consistently**. An individual management **plan** should be made for certain pupils that consistently struggle to regulate their behaviour.