



POSITIVE BEHAVIOUR POLICY

Statutory policy

Autumn 2019

Date reviewed by sub- committee:	<u>PDB&W 16/10/19</u>
Date Approved by Full Governing Body	<u>19/11/19</u>
Chair:	<u>Andrew Brown</u>
Headteacher:	<u>Katharine Hall</u>
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EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and we as teachers can assist pupils to manage their behaviour more effectively.
- A pupil with problems is the school’s problem not an individual teacher’s problem.
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Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have high expectations of pupils in all aspects of their work.
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of all pupils.
- To provide an attractive learning environment and quality resources.
- To track pupils’ progress, set challenging though achievable targets and support pupils in achieving them, so that pupils know their efforts are valued and that progress matters.
- To encourage pupils to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of pupils, with staff giving support and guidance to each individual pupil.
- To implement reward and sanctions systems consistently and fairly.
- To encourage school/parental partnership, to promote pupils’ education and maintain high standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Our purpose is:-

- to maintain levels of good behaviour;
- to provide a consistent approach in rewarding good behaviour;
- to provide a consistent approach in responding to unacceptable behaviour;
- to ensure that behaviour enables learning and allows pupils to reach their potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Rules

School rules are kept to an essential minimum. They have been developed to be meaningful to pupils. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to help protect pupils from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

1. Our Code of Conduct is:

	Take Care of Yourself	Take Care of Others	Take Care of your School
Never	Do anything silly or dangerous where you might be hurt. Leave school without permission. Talk to strangers in school unless they have a school badge.	Do anything to hurt others (such as hitting/name calling). Distract others from working. Be cheeky or rude to adults.	Steal or deliberately damage school equipment. Drop litter or deface the school building. Give the school a bad name.
Always	Tell someone if you are unhappy, being picked on or bullied. Stay in school at break times.	Be friendly to visitors, newcomers and other pupils.	Be proud of your school.

These basic rules are simplified and displayed in all classrooms.

2. Our Listening Code

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. Our Line up Code

When I am asked to line up I:

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

We have specific rules which are enforced on the grounds of health, welfare and safety.

a. Food and drink

Pupils may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

Pupils have regular access to water, and water bottles can be purchased from the school office. A choice of quality juice, milk or water is available during lunch for pupils on hot meals and water is available for pupils having packed lunches.

b. Jewellery

Watches and stud earrings are the only items of jewellery, which may be worn at school, but these must be removed during P.E. and swimming lessons. Teachers are not to assist pupils with the removal of jewellery. If pupils cannot remove it themselves, it should be taken out at home on the days the pupil does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another pupil's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE kit

Appropriate clothing must be worn for all PE activities.

Indoors: Bare feet or plimsolls, shorts, Tee shirt or vest. No jewellery.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to gain a sense of feel for it. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Pupils should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors: Plimsolls or trainers, shorts, Tee shirt or sweatshirt, tracksuit for colder weather. No jewellery.

Reasons: Slip-on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d. School clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office, or from Whittakers in Southport. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and pupils expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High-heeled shoes and boots are unsafe for the school environment.

e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to pupils and present the potential for theft.

f. Mobile phones

Mobile phones can only be brought to school in exceptional circumstances i.e. for the journey to and from school and only with the prior permission of the headteacher.

If permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

We aim to ensure that all pupils feel safe and supported in school. All adults within school are expected to treat pupils sensitively. We offer a range of schemes to ensure that pupils have opportunities to raise issues with staff.

Behaviour Guidelines - Procedures

Shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice e.g. in order to re-establish control, be heard on the playground etc.

No pupil should ever be 'sent to the head' as a sanction, as there is no guarantee that the pupil will arrive or that the head will be available. If, in exceptional circumstances, a pupil needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Physical Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. However, should a pupil be considered a hazard to themselves or others they may be removed from the situation in accordance with the 'Physical Handling Policy'.

If a pupil should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a pupil in greater danger by doing so. The Headteacher or most senior member of staff on site will be informed immediately and lessons returned to normal as quickly as possible. In most cases the pupil will remain on site, stay within visual contact or quickly return. Once the pupil has calmed down, the head or appropriate staff member will attempt to approach the pupil and calmly persuade him/her to return to school and discuss the situation.

If the pupil refuses or leaves the site, parents should be informed immediately and asked if they would like the police to be informed. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the pupil that there is no justification for leaving the premises and alternative strategies should be explained e.g. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the pupil must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all pupils are suitably supervised when moving around the school. Expectations of the behaviour of pupils sent around the school with messages or to show good work should be clearly stated. These should be frequently reinforced by appropriate rewards when expectations have been met.

Pupils not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a pupil should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or, for example, displayed work, then sanctions should be brought in to play (see Sanctions).

Pupils observed behaving appropriately, politely and considerately, e.g. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Movement around school - Suggested procedures for large groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line-Up Code'.
- Make sure all pupils are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a pupil to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk on the left hand side of the corridor/stairs.
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).

- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible, self-disciplined movement around school as the pupils mature.

Movement around school - Suggested procedures for individual pupils

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members will be required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with pupils from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

An internal bell rings one minute before the end of play to inform other staff of the imminent blowing of the whistle. Upon hearing the bell, staff should go to the playground to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send pupils into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle, pupils should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send pupils in to school a class at a time, ensuring that there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point/s'.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather duty staff may decide that pupils should not go outside at break time. Monitors will be sent to each class.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing pupils at playtime, lunchtime and home time teachers should supervise pupils in their class/group in the corridor, putting on coats etc. Pupils should be clearly informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime.

Any other misbehaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any pupil needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all pupils can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines - Rewards

It is very important that praise and reward should have great emphasis. Pupils will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a pupil believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

HEART	
Behaviour observed	Rewards
<ul style="list-style-type: none"> • Showing good manners • Being friendly and kind • Speaking and acting truthfully • Showing empathy and awareness • Trying their best at all times • Being respectful to anyone in the school community and beyond • Showing respect to others' and school property • Following the school rules • Following the instructions of an adult • Being good listeners • Sharing and taking turns • Making good choices • Helping others • Being a positive role model for others • Being a good ambassador for the school • Developing independence and resilience 	<p>Individual Dojos Class rewards Stickers Information shared with Headteacher Parents informed verbally or in writing Certificate in Celebration assembly Special activity</p> <p>This is not an exhaustive list.</p>

A 'dojo' can be awarded by any staff member to any pupil at any time to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our pupils is the responsibility of all adults in school.**

Positive behaviours are expected at all times and throughout the whole school and when out of school.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments, which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Behaviour incidents that are reported to and/ or seen by staff will be investigated to determine the cause and a suitable course of action. This will include discussing with individual pupils their role in the incident. Where necessary confidential feedback will be given to the pupil and / or parents. We will not share conversations or outcomes with other pupils or parents, as all information about pupils is private.

LEVEL 1

Behaviour	Consequences / Sanctions
<ul style="list-style-type: none">• Not using manners• Fidgeting• Fussing• Calling out• Making noises intentionally• Not following instructions• Disturbing others' learning• Back-chatting• Lack of respect for others (adults or pupils)	<p>"The look"</p> <p>Spoken reminder of expectations</p> <p>Given a choice, to make the right choice – no more than 3 times</p> <p>Verbal warning – 1, 2, 3</p> <p>Time out in class – thinking time</p> <p>Explain the rule and why wrong to break</p> <p>Time out learning in another class for 10 minutes</p>

LEVEL 2

Behaviour	Consequences / Sanctions
<ul style="list-style-type: none">• Repeated or continuation of LEVEL 1• Using unkind words• Dangerous behaviour, endangering themselves and or others.• Taking others' property and not returning it• Verbal aggression towards others• Physical aggression towards others• Lack of respect for others' or school property• Intimidation• Becoming involved in situations rather than informing staff	<p>Level 1 sanctions included</p> <p>Loss of breaktime / lunchtime (with adult on playground or in school)</p> <p>Time out learning in another class for up to half a day</p> <p>Discussions with parents</p> <p>Acceptable behaviour contract</p> <p>Written warning</p> <p>Home / school link book</p> <p>Exclusion from a school enrichment event or trip</p> <p>Senior leader involvement</p> <p>Incident logged</p>

LEVEL 3 – SERIOUS INCIDENTS

Behaviour	Consequences / Sanctions
<ul style="list-style-type: none">• Repeated or continuation of LEVEL 2• Physical contact to staff• Significantly hurting another pupil• Hitting, spitting, punching, biting or fighting• Speaking aggressively to others and or staff• Stealing• Racist / homophobic comments• Bullying, including cyber-bullying• Disruptive behaviour / being inconsiderate• Damaging school property• Refusals – not following instructions• Harrassment and or intimidation• Anti-social behaviour	<p>Level 2 sanctions included</p> <p>Internal exclusion from class – work to be completed in another class</p> <p>Loss of breaktime / lunchtime</p> <p>Regular meetings with parents</p> <p>Behaviour support plan</p> <p>Incident logged</p> <p>Fixed-term exclusion</p> <p>Report to local authority</p> <p>Permanent exclusion</p>

TROUBLED CHILDREN.

The school acknowledges that a small minority of pupils may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these pupils neither the normal rewards or sanctions procedures may be sufficient to support them or protect other pupils from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents and carers are informed and involved in order to establish possible causes and form a partnership of support and agree behaviour targets.

when behaviour targets are agreed

Regular communication between home and school as well as daily feedback to the pupil regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 pupils).
- Behaviour Reports (for KS2).

Both use the school 'Dojo system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Behaviour Targets

- Should provide limited (maximum of three), unambiguous and, above all, **achievable** targets for the pupil's behaviour e.g.
"To stay on task at all times" is not a realistic target for the best behaved pupil let alone a troubled pupil.
- If clear targets cannot be identified – monitor.
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

- Daily feedback on progress should be given and targets reviewed fortnightly either:
- to make targets more challenging as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

ANTI-SOCIAL BEHAVIOUR.

Three of our most important aims as a school are:

- To provide a safe and happy learning environment;
- To foster a school community built on mutual respect and care;
- To prepare our pupils to take their place as responsible and caring members of society.

In order to fulfil these aims, anti-social behaviour will not be tolerated in any form and will be actively discouraged in all its forms. Our whole school ethos is developed morally, socially, spiritually and culturally, around the principles of safety, equality and inclusion. All members of the school community are involved, adults and pupils alike.

Our ethos is based on positive reinforcement and rewards all pupils to strive to achieve socially and academically.

At times we acknowledge that there will be some degree of anti-social behaviour, no matter how slight or infrequent. Our procedures aim to respond positively and effectively in a graduated manner.

The Home Office defines anti-social behaviour as:

Any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life.

Actions considered to be anti-social:

- **Intimidation** – Threats or actual violence which causes others to feel scared or worried;
- **Vandalism & damage** – Causing damage or stealing things that belong to someone else;
- **Harassment** - Humiliating or embarrassing someone including anything based on race, religion, gender, disability, age and sexuality;
- **Verbal abuse** – Causing distress by swearing and shouting at, and around others;
- **Being inconsiderate** - Disruptive behaviour – e.g. spoiling someone's games; not following the instructions of an adult;
- **Being noisy and rowdy** - Low-level disruption that inhibits others' learning or actions;
- **Bullying** – Persistent, targeted and deliberate actions over time where there is unequal conflict.

This is not an exclusive list and includes any actions that cause others to feel distressed, scared, upset or frightened.

Bullying is a form of anti-social behaviour, but not all anti-social behaviour is bullying. Bullying is not tolerated at Marshside and further information can be found in our Anti-bullying Policy.

Sanctions.

- Logs are kept.
- Verbal warnings, reminder of class behaviour charter and school rules;
- Restorative conferences e.g. social stories; Parents contacted;
- Written warning - withdrawal of playtimes or other privileges (enrichment activities, trips);
- Internal exclusion from classroom;
- Acceptable Behaviour Contract to monitor a pupil's progress;
- Short fixed-term exclusion;
- Longer fixed-term exclusion – consider application to a Pupil Referral Unit;
- Permanent exclusion.