

Promoting Positive Behaviour Policy

Policy Review Period 2 Years

Policy Updated 1st September 2023

Policy Review Date 1st September 2025

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Rationale

At Filton Avenue Primary School, we are committed to creating a calm, purposeful and safe environment, where exemplary behaviour allows all children to learn and reach their full potential.

We have the responsibility to educate young people about appropriate behaviour, conduct and ways of interacting with one another. We encourage and support our children to develop the personal and social skills required for life. We believe that positive relationships are at the heart of this process. We also teach children about respect for themselves, others and their environment.

In order to maintain good order and appropriate behaviour, we recognise the importance of fair, consistent and clear guidelines around behaviours and their consequences that staff follow with a common approach, ensuring equal opportunity. We focus on rewards to highlight positive behaviour, but also use sanctions where necessary. We believe that students' positive behaviour and participation needs to be acknowledged and rewarded frequently in response to positive choices; poor behaviour – especially that which interferes with others' learning or that which endangers others, must also be sanctioned appropriately and children must be taught how to respond in more positive ways.

We are an inclusive school. We therefore recognise the need to take account of individual needs and circumstances when responding to behaviour, so that the best possible support can be put in place. We recognise the need to build self-esteem and ensure approaches to managing behaviour make individuals feel valued and supported, and that effective support programmes for pupils who are experiencing difficulties.

At Filton Avenue Primary School, bullying, harassment and discrimination are never acceptable and incidents are dealt with fairly, effectively and promptly. (See the child-on-child abuse policy and anti-bullying policy for more detail.)

Encouraging Good Behaviour

Consistent, Calm adult behaviour

At Filton Avenue Primary School, we aim to modify our behaviour so that it is emotionally consistent and puts empathy and logic at the heart of each interaction. By understanding behaviour as communication, we focus on the unmet need of a child in response to poor behaviour. This separates the child from their behaviour and ensures that they are not labelled because of their behaviour. Staff should get to know pupils and their influences. Every pupil should have a supportive relationship with a member of school staff.

Routines

At Filton Avenue Primary School, we have routines in place so that we can build a positive climate conducive to learning. Routines are central to making school feel safe and we encourage staff to explicitly teach and embed them.

These include:

- Meeting and greeting our pupils at the start of every day
- Wonderful Waiting - Lining up at the start and end of transitions
- Wonderful Walking - Walking around school sensibly
- Stop. Get Ready – Teacher led change of activities within the classroom

Values and Golden Rules

We have four golden rules linked to the school's values:

Collaboration - We help and support each other.

Aspiration - We try to be the best we can be.

Respect - We respect everyone and look after our environment.

Endeavour - We focus on our learning.

In all classes, teachers discuss with the children how to interpret these rules in an age-appropriate way and illustrate and display their interpretations through photographs and

annotations. These rules are then reinforced and referred to regularly by the class teacher and other staff. The values and the behaviour rainbow (see appendix 2.1) are clearly displayed in each classroom.

Explicit Teaching

Behaviour is not only made a visible priority and consistently modelled by staff but it is also explicitly taught to children. Assemblies focus on values and encourage children to consider positive behaviours, helping them to understand how to make positive choices. PSHE sessions and circle time are frequently used to develop children's understanding of their responsibilities and promote the need to have respect and consideration for others and their property. They may also be used in response to an incident to give children opportunities to discuss any concerns linked to behaviour and to support children in building positive relationships with their peers.

The highest standards of behaviour are highlighted daily by staff until they become embedded and automatic.

Praising positive Behaviour

All children are rewarded for good behaviour through a range of strategies. Emphasis is on praise for: appropriate behaviour, good manners and respecting others, demonstrating the school values. Praise and rewards can be awarded by all members of staff for positive recognition of children's achievements.

Rewards used may include:

- Verbal praise
- Dojo points
- Stickers
- Certificates, including daily Golden Tickets
- Postcards home
- Class rewards, including golden time
- Playground raffle tickets (These tickets are entered into a weekly draw which takes place during celebration assemblies.)

- Praise in weekly celebration assemblies/ Shout Outs
- Visits to other staff or a member of the leadership team

Staff recognise that there are variances in the effort required for good behaviour and have due regard to this, ensuring fairness and equity for those children who always behave well.

Staff are encouraged to keep reasonable records of key awards given, so that all children have a good chance of being recognised and to avoid quieter children who are always well behaved being overlooked.

Children who have put in lots of effort to their behaviour, work or attitude may be sent to another staff member, for example the year group lead or a member of leadership team for further recognition, e.g. tea and biscuits with the Head of School

A Network of Support

At Filton Avenue Primary School, we believe that supporting children with their behaviour is everybody's responsibility. We aim to nurture and develop our children so that they become well-adjusted and self-aware. To ensure this happens, we have a network of supportive adults in place to build relationships with each child and help them to develop the strategies needed for a successful time both in school and at home.

- Reflection Room Lead – Our reflection room lead helps to support children to make the right choices through daily check-ins and conversations to support children to understand their behaviour
- Pastoral Team– Our Pastoral Manager runs a variety of supportive interventions to give children the tools required for a successful time in school, and our Family Support Worker, works to support families with managing behaviour at home and embedding various routines and systems so that children are supported to be successful.
- SEND Team – Our SEND and Inclusion team assess children's needs and identify any underlying causes behind behaviours. They provide children with appropriate support and interventions.

- Leadership Team – The leadership team support children in their phases and communicate regularly with parents of children who require further support with behaviour.
- Behaviour Lead and DSL – Our Deputy Headteacher leads on behaviour across the school to closely monitor children's needs and ensure they have the help and support needed. The DSL also monitors behaviour to identify potential safeguarding needs.

Safe Spaces

At Filton Avenue we are fortunate to have a number of calm spaces which children can utilise in order to support them with their behaviour.

Sensory Rooms – These are used when children need to de-escalate and are feeling overwhelmed.

The Nurture Room – The Nurture Room is run at lunchtimes for those children who need a more structured lunch-break, and is also used when children need to have time to talk to a trusted adult or work on issues in a small guided group.

Addressing Negative Behaviour

Negative behaviour in Lessons

Negative behaviour choices are dealt with by staff in a calm manner that looks to build a positive environment whilst recognising consequences.

Teachers aim to use the least intrusive strategy to correct and improve behaviour and will employ informal strategies to prevent negative behaviours. These may include non-verbal and verbal reminders, time at the regulation station and directing children to work in a different part of the classroom.

Where a negative behaviour clearly breaks one of the golden rules, the teacher will use the behaviour rainbow (see appendix 2.1). For Y2-6, this involves:

- First Warning
- Second Warning
- Time out in partner class
- Time out in the reflection room

The behaviour rainbow is displayed in all classrooms and is referred to by children and staff. Children move between the steps as decided by the class teacher or other adults in the class. Children's names are not to be displayed on the behaviour rainbow and it is reset at break and lunchtimes, to enable children to turn their behaviour around during the course of the school day. Further information on the steps, including a recommended script and examples of the reflection sheets, can be found in 'Behaviour Rainbow Guidance' (see appendix 3).

From Y2 upwards, where a child's negative behaviour continues despite warnings from the class teacher, the learner goes to the partner class and is given appropriate work to complete. If poor behaviour continues after going to a partner class, then the child will then be sent to the reflection room and be given work to complete there.

Where a child behaves in a way that causes concern for the safety of themselves or other children, a child may be sent to the reflection room immediately.

In EYFS and Year 1, teachers will use reminders and warnings about behaviour. They will then give children time out within their classroom on the 'thinking spot', so that a child can

reflect on their behaviour and be 'removed' from the situation they are struggling with. Very occasionally if behaviour continues, a child may be sent to partner class.

In all cases where the child is sent to partner class or the reflection room during lesson time, their parents will be notified on the same day.

When a pupil is sent to a partner class or the reflection room, this is logged on Arbor. The adult who has sent the child out of class comes to the reflection room with them to ensure there is an opportunity for a restorative conversation.

If a child refuses to go to the reflection room or is disruptive in the reflection room, their parents may be contacted and asked to come and sit with their child in school.

Where it is unclear who has done what or there are discrepancies which cause concern, then an investigation may be undertaken.

Children with specific learning needs may have a separate rainbow agreed with the child at the start of the year, which clearly states what kind of behaviours they will be given their first and second warnings for. SENCOs, the child and the parents are included in this agreement.

Negative Behaviour on the Playground

When negative behaviour is apparent on the playground, it is dealt with in the following way, following the playground behaviour rainbow (see appendix 2.2):

- Warnings (these may be given by more than one adult)
- Time out
- Sent to the reflection room for part of play
- A member of leadership team to decide on next appropriate course of action if deemed necessary

Adults use professional judgement when deciding if child needs to have a time out. Children playing unsafely should be given a time out.

If a child has hurt another child, they always go to the reflection room. If this is through play fighting or unsafe play, they still go to the reflection room, as this is not appropriate behaviour.

Parents are always contacted if there has been a physically aggressive incident or if swearing or racist language has been used. The parents of any child who has been hurt or upset are also contacted.

The four golden rules are referred to by members of staff.

Negative Behaviour Outside of School and Online

At Filton Avenue Primary School, we expect our children to be ambassadors for the school and to display good behaviour outside of school and online. Negative behaviour outside of school premises and online can adversely affect the reputation of the school, can have repercussions for the orderly running of the school or can pose a threat to other pupils, and therefore requires a coordinated response from both parents and teachers. We may therefore sanction pupils for poor behaviour outside of the school premises and online, which is reported to us.

We believe that the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. (See Online Safety Policy)

Persistent Negative Behaviour

Children who have difficulty with meeting the behavioural expectations despite the consistent and caring application of this behaviour policy, will need additional measures.

This could include:

- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school to identify patterns and difficulties;
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- A meeting with the pupil and parents, explaining the issues they are having, strategies in place to support them and what will happen if their behaviour fails to improve;
- Daily reporting to a member of leadership team against a measurable target
- Withdrawal of special privileges, e.g. golden time or special times
- Internal exclusion

- Fixed term exclusion with work set for child
- Provision Plan agreed with all adults involved
- Pastoral Support Plan written with all adults involved
- EHCP applied for if necessary
- Alternative placement considered
- Permanent Exclusion (please see the school's Exclusion Policy for more information)

Child on Child Abuse, Bullying and Discrimination

We act swiftly to deal with bullying of any sort. We have clear, comprehensive Child on Child Abuse and Anti-Bullying Policies, which partner this Behaviour Policy. Our legal duties (under the Equality Act 2010) are detailed in the Safeguarding Policy and made known to all staff. Measures to protect pupils from bullying and discrimination because of gender, race, ability, sexual orientation, or background are also detailed in these policies and regularly monitored for their effective implementation.

The leadership team will analyse behaviour data by protected characteristics and use those findings to inform policy and practice, to help ensure that the school is actively tackling any discrimination and meeting its duties under the Equality Act 2010

Children with Special Educational Needs

Children with Special Educational Needs who struggle with behaviour, but who may not fully understand the implications of their actions, will be given support in managing their behaviour and may have alternative behaviour rainbows or plans used to support them.

The school will seek to put measures in place to support children and try every practicable means to keep the child in school, including seeking external professional advice and support where appropriate.

Behaviour and Safeguarding

All staff following the school's safeguarding policy and will notify the designated safeguarding lead (or deputy) if an incident raises a safeguarding concern. In addition to this, the safeguarding team will regularly monitor behaviour records to identify changes in behaviour, patterns of behaviour and possible safeguarding concerns.

If a pupil has a social worker, they will always be notified if a child has been sent to partner class or the reflection room, or is experiencing any behaviour difficulties. If the pupil is looked-after, their Personal Education Plan will be appropriately reviewed and amended, and their Virtual School Head will be notified if there is any negative behaviour.

The school will work with outside agencies, and will make referrals to social services and notify the police, where a behaviour incident poses a safeguarding concern and/or is in breach of the law.

Monitoring Behaviour

The Leadership Team will monitor behaviour and meet to discuss behaviour on a weekly basis, ensuring that all policy and procedures are followed.

The leadership team will ensure that staff have appropriate training to implement the policy.

The Community and Parents' Advisory Group will be engaged in the review of this policy, ensuring the policy is informed by the views of a diverse range of parents and community representatives. This will lead to transparency and secure decision-making to deliver the best educational outcomes for every pupil.

The school council will reviews behaviour as part of their work each year.

Trustees and others responsible for governance will monitor behaviour data and review behaviour in governance meetings.

Staff Induction, development and support

All staff will be given training on behaviour management as part of their induction and refresher training each year. One to one coaching will also be provided where necessary, to support staff in their roles.

In addition, staff will receive training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Staff views on behaviour in school will be monitored at regular intervals through anonymous staff surveys.

Communicating the Behaviour Policy

The Behaviour Policy will be published on the school website and will be shared with parents at least annually, in Meet the Teacher meetings and in writing.

The Behaviour policy will be shared with all children through lessons in class and assemblies.

All children new to the school will be taken through the behaviour policy by their class teacher or a member of the school leadership team.

Prohibited items & Behaviours

Any items that are prohibited or illegal outside of school are banned on school property.

These include, but are not limited to:

- Alcohol
- Cigarettes, vapes, tobacco, rolling papers, lighters and matches
- Drugs and other so-called 'legal highs'

- Prescription medicines unless stored in the medical room with permission from parents/carers
- Knives/Weapons or any or other item that could be classed as or used as an offensive weapon.
- Laser pens
- Fizzy drinks (other than water) including energy drinks
- Mobile phones or recording equipment that is in use (i.e. not turned off and handed into class teacher on entry to the school building)
- Any excessive amount of money

Confiscation

Staff may confiscate any prohibited item. Coats and bags may be searched if there is any suggestion that prohibited items are present.

The Police will be made aware of any breaches of the law.

Appendix 1 - School Values

- Collaboration: We help and support each other, through partnership, teamwork and friendship.
- Aspiration: We try to be the best we can, aiming for excellence, innovation and creativity.
- Respect: We care for everyone and our environment, with relationships built on trust and kindness.
- Endeavour: We focus on our learning, displaying resilience and perseverance.

Appendix 2 – Behaviour Rainbows Y2-6

2.1 Consequences in class



2.2 Consequences on the playground



Appendix 3 – Script for using the behaviour rainbow

Script

Where possible or appropriate, teachers use a physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you.

Reminder

1. 'I notice that ... (short description of the behaviour)... and you know that we need to ... (short description of the desired behaviour)'
2. If you choose to ... I will need to move you onto the rainbow'

1st Warning

1. I saw/heard that you chose to...and you know our rule about...
2. This is your first warning.
3. If student defends themselves or denies action take them back to their previous good behaviour: 'That maybe so. Do you remember... when you (describe positive action)? That's the behaviour I want to see today.'

2nd Warning

1. 'I've noticed you've (continued to) (describe behaviour)...and you know our rule about (refer to one of the four rules).'
2. 'This is your second warning.'
3. Remind about previous positive behaviour: 'Do you remember ... that's the behaviour I need to see now, that's the behaviour I want to see from you.'

Partner Class

1. 'I've noticed you've (continued to) (describe behaviour)...and you know our rule about (refer to one of the four rules).'
2. 'You need to go to a partner class.'

Reflection Room

1. 'I've noticed you've (continued to) (describe behaviour)...and you know our rule about (refer to one of the four rules).'
2. 'You need to go to the reflection room.'

On arrival at a partner class, the other adult calmly and quietly shows them where to sit without directing any class attention to them. There is no discussion about the behaviour that has occurred, only a reminder that they need to sit down and do the work given.

On arrival at the reflection room, the adult directs them to where to sit and gives them something to do. They then go over to talk to them once they are settled.

Acronyms

DSL - Designated Safeguarding Lead

EHCP - Education and Health Care Plan

EYFS - Early Years Foundation Stage

PSHE - Personal Social Health Education

SEND - Special Educational Needs and Disabilities

