

Promoting Positive Behaviour Policy

Policy Review Period 2 Years

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Rationale

We believe that all children and adults have the right to feel safe and happy and that this in turn promotes a successful learning environment. We encourage our children to develop the personal and social skills required for life. We believe that positive relationships are at the heart of this process.

Aims

- To frequently use praise and rewards in response to positive choices
- To promote positive self-esteem and approaches to managing behaviour so that each individual is valued and supported
- To follow the school's values (see appendix 1)
- To promote respect in children for themselves, others and the environment
- To provide a calm, purposeful and caring atmosphere between children, staff and parents/carers
- To deliver fair, consistent and clear guidelines around behaviours and their consequences that staff follow with a common approach, ensuring equal opportunity
- To develop effective support programmes for pupils who are experiencing difficulties
- To promote the moral, spiritual, cultural and social development of all individuals
- To ensure bullying, harassment and discrimination are dealt with fairly, effectively and promptly (see the Anti-Bullying policy for more detail)

Guidelines

In order to promote good behaviour, we:

- Develop children's understanding of their responsibilities
- Promote the need to have respect and consideration for others and their property
- Follow our school's values (see appendix 1)
- Frequently use praise and reward
- Ensure that all staff promote good behaviour through a common approach to behaviour issues

- Consistently follow through the consequences of a pupil's behavioural choices
- Recognise that each child is an individual and take account of individual needs and circumstances when applying this policy as well as ensuring consistency and fairness
- Develop support programmes for pupils who are experiencing difficulty

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.

Teachers discuss with the children in their class 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 golden rules and the behaviour rainbow (see appendix 2.1) are clearly displayed in each classroom.

Positive Behaviour

We use a positive behaviour approach, and 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. The emphasis is on reward rather than sanctions.

Rewards used may include:

- Verbal praise
- Dojo points
- Stickers
- Certificates, including Golden Tickets
- Texts and Postcards home
- Class rewards, including golden time
- Playground raffle tickets

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

Each Friday, there is a weekly celebration assembly where examples of how children have followed our school values are shared and celebrated – due to Covid restrictions these have become virtual and involve ‘Shout-Outs’. Each week each class teacher chooses a child, and they are celebrated in our weekly Dojo video with the whole school community. Termly, Phase Leaders send a postcard home to the parents/carers of a pupil who has excelled.

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

Assemblies focus on values and encourage children to consider positive behaviours, helping them to understand how to make positive choices.

Negative Behaviour

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 including non-verbal and verbal reminders, time outs 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). This involves:

- First Warning
- Second Warning
- Time out in partner class

- Time out in the reflection room with a member of the leadership team

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).

In EYFS and Year 1, teachers will use reminders and warnings about behaviour. They will sometimes give children 'time out' within their classroom, so that a child can reflect on their behaviour and be 'removed' from the situation they are struggling with. Very occasionally a child may go to partner class.

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. Phase 2 children miss 15 minutes in partner class or in the reflection room, Phase 3 children miss the rest of the session.

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 all cases where the child is sent to the reflection room during lesson time, their parents are called by a member of the leadership team.

When a pupil is sent to a partner class or the reflection room, this is logged on SIMs, and the child completes a reflection sheet at the start of lunchtime. 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 are contacted and asked to come and sit with their child in school. If a child is in the reflection room more than once in a week, parents are asked to come in for a meeting.

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

Circle time may also be used to give children opportunities to discuss any concerns linked to behaviour that involve key groups and to support children in building positive relationships with their peers.

Children with specific learning needs 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.

Positive Behaviour on the Playground

Playground activities are provided for the children and positive playtimes are promoted in a variety of ways, such as through assemblies and PHSE sessions. Staff promote positive behaviour on the playground by praising and rewarding good choices. Raffle tickets are distributed at lunchtime to those children who they catch making the right choice. These tickets are entered into a weekly draw which takes place during celebration assemblies. Each week, children's names are drawn during celebration assemblies for a reward.

Negative Behaviour on the Playground

When negative behaviour is apparent, 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 a member of the leadership team in the reflection room for part of play and where appropriate to complete a reflection sheet
- 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 by the green container. 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.

Persistent Negative Behaviour

Children who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will need additional procedures. This could include:

- Parents fully involved
- Report to a member of leadership team against a measureable 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)

For more detailed information on bullying, please refer to our Anti-Bullying policy.

Equal opportunities

Children with Special Educational Needs who misbehave but who may not fully understand the implications of their actions will be given support in managing their behaviour.

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.

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

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.

Appendix 4 – Helpful tips for promoting positive relationships

Treat all children fairly and equally

Children are very perceptive and will pick up on inconsistent actions. Treat every child and incident fairly and consistently. If we all act in the same way, then the children will more likely respect the rules. It is very easy to act on hearsay, only act on what you are sure you saw. Give a child the chance to explain behaviour as there may be an underlying reason for the behaviour. Try to use restorative questions:

- What happened?
- Why did you do (x,y,z) ?
- Who was affected by what you did?
- In what way were they affected?
- What do you think needs to happen next?

Stay calm

Try to stay calm at all times. This will help you remain in authority and be effective.

Give praise

Praise is more effective than criticism so try and reward positive behaviour as a way of rectifying negative behaviour.

Give gentle reminders

Young children often forget some rules, e.g. running to the playground. A gentle reminder is often all that is needed to correct this.

Make yourself approachable

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

Smile

Try and remember to smile at the children, they will see you as someone warm and friendly.