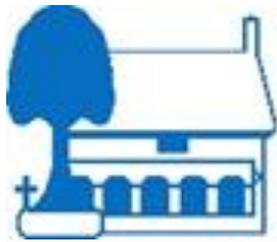


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**MORETONHAMPSTEAD
PRIMARY SCHOOL**

fair- ambitious- resilient- positive- kind

Positive Behaviour Policy

'Putting our children at the heart of all we do'

Promoting Good Behaviour

GUIDING PRINCIPLES

- The quality of the education we offer is a major influence in creating a happy working atmosphere in which good behaviour is expected and maintained.
- All teachers have the right to teach
- All children have the right to learn
- All staff accept responsibility for explicitly teaching and modelling good behaviour
- Effective teaching and learning go hand in hand with effective behaviour, social and emotional development
- The behaviour of our children in our school is good, often outstanding, and this is testament to the ethos and culture we have developed.
- Nothing should stand in the way of these principles.

RATIONALE

For children to learn successfully in school they need a well ordered environment. At Moretonhampstead Primary School, good behaviour is expected from all pupils and adults in class, around the school and out in the community.

AIMS

It is the aim of our school to provide a safe, secure, calm and structured environment, We aim to:-

- Encourage all children to grow up with a clear view what is right and wrong.
- Teach children to be caring and appreciative of the needs of others.
- Teach children to be courteous and respectful to adults and to each other in school.
- Give clear boundaries to children regarding behaviour.
- Encourage children to know their **rights** whilst taking **responsibility** for their behaviour choices.
- Establish a hierarchy of steps to deal with inappropriate and unacceptable behaviour.
- Ensure that good behaviour is recognised.
- Ensure that staff and children share a clear understanding of the consequences of behaviour choices.

GUIDELINES

We will:

- Promote a positive and purposeful atmosphere; everyone feels safe and supported.
- Provide and promote acceptable and positive role models.
- NEVER shout at a child.
- Teach good behaviour as part of the Personal, Social and Health Education and Citizenship curriculum.
- Promote and reinforce acceptable behaviour and support the development of self-esteem for all children.
- Provide discipline which is respectful, consistent, firm and fair.
- Always seek to use de-escalation skills to defuse behaviour situations.
- Ensure we treat all children fairly.
- Be impartial-eg. 'How did it start?' NOT 'Who started it?'
- Always 'hear both sides' in a place away from others.
- Involve children in taking responsibility for resolving minor differences through peer mediation.
- Check all parties agree that appropriate action has been taken & the matter is resolved.
- Apologise if we make mistakes.
- Act consistently as a whole staff in enforcing high standards of behaviour throughout the school.
- Be vigilant as a staff in challenging inappropriate behaviour eg. running, pushing in, etc
- Encourage children to accept responsibility for their actions.
- Teach children to think about the consequences of their behaviour and make appropriate choices.
- Inform parents when behaviour is giving cause for concern.
- Implement measures to tackle unacceptable behaviour incl. bullying and racist remarks.
- Seek the assistance of appropriate outside bodies to support children, parents and all staff when necessary.
- Suspend or exclude any child only as a last resort. Fixed term or permanent exclusion will be enforced in the event of a very serious misdemeanour when, to allow the child to remain in school would be seriously detrimental to the education or welfare of the child or of others.

Some expectations for all staff to enforce:

- Walking at all times around the school; work 'appropriately' (eg. single file from assembly)
- No jumping down stairs/ steps.
- No eating in school corridors (If carpet is beneath your feet you are not allowed to eat.)
- No caps / hats/ coats/ scarfs worn in school.
- Toilet - the children should always request to go if necessary during lesson time and be sent one at a time. On no account should children ever be sent en masse without supervision. Groups of children can be sent where it is possible for a TA to directly supervise.
- Greet each other!

Use **'Praise with Feedback'** every time you see children displaying positive behaviour eg. *"You are walking beautifully well done."* *"What sensible behaviour well done."* *"You are sitting quietly, what a lovely example."* *"Well done for putting that litter in the bin."* *"Thank you for opening the door"* *"Well done for saying please and thank you"* *"Thank you for sitting quietly in assembly"* *What a good example you are setting, well done"* *"What wonderful walking on the corridor"* *"Well done for putting your chair quietly under your desk"* etc.

Positive behaviour can be rewarded

1. Praise
2. Housepoints
3. Class awards eg. marble treat, golden time
4. Showing our work to other teachers.
5. Showing our work to Mr Bentall- Headteacher stickers
6. Golden Circles
7. Star of the Week awards presented in Friday assemblies
8. Postcard Awards
9. Whole school rewards

Staff should be mindful that giving awards for behaviour which is expected can reduce impact and cause other children to feel a sense of unfairness

Promoting Good behaviour in School

KEY RULES FOR ACCEPTABLE BEHAVIOUR IN SCHOOL

1. We show respect for each other by
 - Speaking politely
 - Listening carefully
 - Looking after each others' property
 - Taking responsibility for our behaviour
 - Being truthful.

2. We help each other to learn by
 - Working in a way which allows others to work
 - Contributing at an appropriate time
 - Listening carefully to the teacher and to others when it is their turn to speak.
 - Moving around the classroom without disturbing others.
 - Sharing ideas and views in class discussions appropriately.
 - Replacing equipment in the correct place

3. We help to make our school a happy place to work in by
 - Moving calmly and sensibly around the school.
 - Looking for opportunities to help others.
 - Valuing and respecting people's differences.
 - Using language which is appropriate and kind.
 - Treating people kindly, both emotionally and physically

SANCTIONS

The purpose of sanctions:

If some children at Moretonhampstead are seen to break the agreed code of behaviour without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions that are fairly and *consistently* implemented. Children should explicitly be taught that actions which break our behaviour code, and 'wrong' choices will lead to consequences in the form of sanctions. This connection should always be emphasised.

To avoid sanctions, staff are expected to:

- a) Catch children doing 'the right thing':

Children modelling appropriate behaviour will be praised, providing a hint to the other children. Children who respond to this strategy should receive immediate recognition and praise.

- b) Use 'silent' behaviour management strategies- non-verbal cues, a look/ a pause/ a gesture etc
- c) Give choices- *'you may choose to join the rest of the children or you may sit next to me. Have a moment to think about it and I'll come back to you'.*

If behaviour continues to be inappropriate, teachers will follow these steps:

Step 1

Give a private verbal warning- make eye contact, using a positive model of child's previous good behaviour to encourage them to make better choices. They will be told that their behaviour is inappropriate; that they have been given their '1st warning' and it is their responsibility to change their behaviour

Step 2

The child will be given a '2nd warning' and will be told that this is their '2nd warning'. Make sure they know they know what will happen if they ignore it and it is their responsibility.

Step 3

1st Time Out:

If behaviour does not improve the child will be told they are being given a '1st Time Out' because their behaviour is 'inappropriate'. They are sent to another classroom for 5-10 minutes (KS1/ KS2) without work to think about their actions and how to resolve the situation.

Step 4

2nd Time Out:

On returning to class, welcome child back; remind behaviour is their responsibility. If the child's behaviour continues to be inappropriate they will be sent for a 2nd Time Out. On a 2nd Time Out, the child should have work with him/her and stay in the other class for the duration of the lesson. On return to the class they should continue with their learning – missed work should be completed at break-time.

2nd Time Outs must be recorded on CPOMS and parents informed.

Step 5

The child is sent to Mr Bentall or Mrs Burns (or most senior member of staff in their absence). This will be recorded on CPOMS and the parents will be informed.

Step 6

A meeting with the Headteacher, child, parents/carers and class teacher to decide on future actions to help support the child. This may include the imposition of a 'Behaviour Contract'.

All information/ agreed actions will be recorded on CPOMS

Notes:

- Depending on time of day, a removal of all/ or part of play/ lunchtime may be imposed. Staff must be mindful that child will need to be supervised. An alternative here would be to allocate them to a member of staff on duty who the child will shadow (stay with throughout play/ lunch)
- Children's names are not to be written on central classroom whiteboard as a 'record' of warnings given.
- Time outs - children must NEVER, under any circumstances, be removed to stand outside classrooms/ in a corridor. They go to the agreed class. When the child arrives in another teacher's class the receiving teacher acknowledges the child, places her/him at a desk or chair where they can see a clock and then 5-10 minutes later returns her/him. "Time is up; you may return to your class now".
- Time outs- Be mindful of who is leading session in other class eg. supply teacher.
- '2nd Time Outs'- Parents will be informed, ON THE SAME DAY, by class teacher (either verbally in a suitable location or by telephone) that it has been necessary to impose a '**2nd Time Out**'. Stress there will be a 'clean sheet' the following day. (*See further info re. Contacting Parents on p8*)
- If a child causes disruption in the class they are sent to, a member of the senior leadership team should remove them to spend time isolated from the classroom in a supervised setting. Parents will be notified and a plan agreed to ensure an orderly and respectful return to the classroom
- Steps do **not** carry over to the next day.
- If the child's behaviour is **unacceptable**, they must be placed straight onto Steps 5; in most serious cases straight to Step 6.

ADDITIONAL SANCTIONS

To support any tracking/monitoring of progress towards behaviour targets, the school may use the following additional sanctions where deemed appropriate:

- The withdrawal of after-school clubs (imposed only if behaviour is unacceptable during the club- ie. not a punishment for behaviour at other times).
- A requirement to 'shadow' a member of staff for all or part of play/ lunchtime.
- The requirement to miss part or all of a playtime/lunchtime to discuss behaviour issues arising at the class teacher's discretion.

- The temporary 'exclusion' from playtimes/lunchtimes as a direct result of incidents occurring during these times.
- The 'internal exclusion' of a child who continues to disrupt the learning of other pupils or presents challenging and defiant behaviour- these can only be set by a member of the SLT.

The following lists may be helpful in deciding whether an incident (either at lunchtime or at playtime or during lessons) that is observed is minor and would become unacceptable if repeated. The list is written to aid consistency and fairness and that judgements made are objective rather than subjective.

Minor Incidents/ Inappropriate Behaviour

(This is guidance only and you should always take into account the child's age and maturity)

- Throwing stones aimlessly
- Running indoors
- Inappropriate uniform choices
- Chatting off task
- Scribbling in work books
- Whistling in class / assembly
- Not following a teacher's instructions fully
- Play fighting that does not cause injury or distress
- Excluding others
- Rudeness followed by an immediate apology

This list is not exhaustive. Should a minor incident be consistently repeated, it should be classed as 'unacceptable'.

Unacceptable behaviour (this type of incident must be acted on immediately)

- Cutting another child's hair
- Disobeying an instruction from a teacher
- Play fighting that causes injury or distress
- Using sexually explicit language/ swearing
- Violent behaviour
- Racist / sexist behaviour
- Throwing stones at cars / people.
- Defiance
- Deliberately defacing work books or materials
- Throwing objects in class to distress (teacher or child)
- Excluding others by involving other children. Gangs.
- Dangerous behaviour/absconding from lessons/site
- Rudeness to an adult showing disrespect
- Breaking a behaviour contract negotiated between the child, parents and the school

The parents of any child that has been hurt must be informed about the action taken; preferably straight after the incident. Check that they feel the situation has been resolved to their satisfaction.

If they are not happy then this should be referred to a member of the SLT.

Recording, Monitoring and Tracking of Behaviour Incidents/Achievements

All serious behaviour incidents are recorded on CPOMs. This will include all incidents where a child is sent out for '2nd Time Outs'. If staff deal with a behaviour incident for a child not in their class, they must ensure that they record this on CPOMs and tell the class teacher.

When recording behaviour:

- Be specific- avoid using the more general descriptions of behaviour (e.g. 'hurting others') if the specific behaviour is available (e.g. 'kicking a year 4 child')
- Record the location, time, lesson and a short description of the behaviour (if required) as this information could appear on any behaviour letter.
- Be factual, not opiated

CPOMs behaviour records will be checked regularly by the senior leadership team to identify children who are presenting persistently disruptive behaviour. Staff may wish to seek support from senior leaders if they require additional intervention.

Contacting parents

When a child is removed from class for a '2nd Time Out' period, parents will be contacted by the class teacher for an informal conversation aimed at enlisting parental support to make the behaviour expectations clear to the child and ensuring that there are no underlying issues causing the behaviour. This call will be recorded on CPOMs.

Where there are 3 or more instances of 2nd Time-Outs in any half-term period, parents will be invited into a meeting with class teacher and a member of the senior leadership team. The aim will be to put into place a Behaviour Contract, which will include a home-school agreement about expectations and agreed sanctions / rewards.

When poor behaviour persists (or where behaviour is dangerous) the parents will be asked to come into school within 48 hours and discuss with the Headteacher their child's unacceptable behaviour and further sanctions; this may require additional support to be provided to the child by external agencies (e.g. Behaviour Support Services) and/or fixed term or permanent exclusion from school (see exclusions).

Red Emergency Card

Ensure at the beginning of the year that all children in your class know how the red 'Emergency Card' is used and what to do if they are asked to take it for help.

If there is serious disruption in class or dangerous behaviour, (fighting, attacking a child or teacher) send a child out of class with the RED EMERGENCY CARD. The first adult who sees the red card goes back to the class with the child and looks after the class whilst the teacher removes the offending pupil, OR the teacher looks after the class whilst the adult removes the child. A senior leader should be sent for immediately and should make further decisions about action and organisation.

Red Card situations are highly stressful for all involved and can result in a rush to poorly thought out snap decisions. Focus on:

- Safety- ensure the safety of all. Remove other children if possible or restrain the child only if necessary (see Restraint Policy)
- Try to think of several solutions and chose the most appropriate rather than grasping at the first.
- Ignore the tendency to rush to extreme action and look at minimal effective action first.

PHYSICAL INTERVENTION – may on occasions be necessary as a last resort to ensure safety, to prevent damage, or to maintain good order. (see Physical intervention and Restraint Policy)

The behaviour of every child is everyone's responsibility. We must not ignore good behaviour and we must never ignore an incident of bad behaviour because we are reluctant to confront. Good behaviour is the responsibility of every member of staff. But we remember that children need to learn through consistent and persistent practice and reminders

CHILDREN WITH CHALLENGING BEHAVIOUR

'Those hardest to love are often the ones who need it most'

Often children with challenging behaviour are highly anxious, scared, compulsive and have low self esteem. These children have special needs and need a different approach to help meet their individual difficulties.

Children who consistently present with challenging behaviour will be subject to an individual behaviour plan and if necessary a handling-plan which may be part of their IEP (individual education plan). Parents will be expected to work closely with the school in addressing their child's targets. These pupils will be placed on the SEN register and a variety of different strategies may be used, this could include:

- A personalised curriculum
- Visual timetable
- Regular energy bursts, eg 5 minutes outdoors, of running etc
- A settling pack
- A calming card or exit card
- A calming place
- Nurture group
- Alternative arrangements at lunchtime eg 10 mins model making etc
- Support from outside agencies such as: Education Psychologist, behaviour support team, Devon Action for Youth, YOT (youth offending team), counselling.

BULLYING

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is predetermined and usually forms a pattern of behaviour rather than an isolated incident. For all dealing with bullying incidents refer to the school's Anti-Bullying Policy.

Any claims of 'Bullying' (either by child or adult) should always be addressed in accordance with the anti-bullying policy and recorded on a blue Bullying Incident Form.

RACIST REMARKS

Racist behaviour can severely affect all children's ability to learn effectively and the effects of harassment may have serious consequences for individuals now and for the rest of their lives.

The school will:

- Investigate all incidents
- Ensure that children understand that racist name calling is totally unacceptable
- Record all racist incidents on the form BR110.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. Permanent exclusions will only be made with the support of the governors but the governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Exclusions of any type are an absolute last resort when the range of sanctions has been exhausted. Any exclusion will affect a child for many years, if not a lifetime.

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A letter with this information will also be sent to the parents following the meeting.

The Headteacher informs the Local Education Authority (LEA), the Trust CEO and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

THE USE OF CIRCLE TIME

Circle Time is part of our programme of personal and social development.

Circle time is valued as part of the school curriculum. It is a time when we are able to focus on the skills of thinking, looking, listening, speaking and concentrating. Every class has regular Circle Time and may use it at other times in response to a particular need.

The purpose of Circle Time is:

- To enable children to develop a sense of belonging to a group they can trust.
- To promote an ethos in which those belonging to the circle feel willing and able to share thoughts and feelings.
- To initiate collective responsibility for the promotion of self-esteem and positive behaviour.
- To establish a forum where children can help one another.
- To encourage self-discipline through the identification of personal behaviour or work problems and the formulation of an action plan to deal with them with the support of others.

Circle Time is a planned and structured activity. Each circle meeting has three phases.

An introductory phase to establish an appropriate atmosphere, when children may be involved in activities that enable them to get to know each other better or which develop particular skills, e.g. listening skills.

A middle phase dictated by the needs of the class or of individuals within the group or by the SEAL/ PSHE curriculum. During this part of the session the children may focus on a relevant theme, e.g. friendship, resolving conflict, co-operation, or may raise a particular issue that is causing them (or the teacher) concern.

A closing phase focused on celebrating success or achievements or on cooperative games. In order that they may develop the skills to deliver the programme there are resources available in the PSHE resource area.

From our Staff Handbook (p40):

Habits of teachers who manage behaviour well:

- **They meet and greet at the door of the room.**
- They persistently catch children doing the right thing.
- They teach children and model the behaviours that they want to see and expect.
- They treat children how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their children and consistently apply them with positive and negative consequences.
- They sustain a passion for their teaching that breaks through the limiting self belief of some children (and their parents!)
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They are prepared to offer a fresh start.
- They have read, understood and followed the school's Positive Behaviour Policy...
- They ask for advice or clarification if they are unsure about anything.

Practical routines; they...

- Teach routines relentlessly and at times obsessively.
- Use more mature mechanisms for children to answer questions than hands up.
- Use a routine for delivering instructions
- Check for understanding to encourage questions—'If I haven't explained that properly please tell me now'.
- Check understanding during sessions
- Provide effective verbal feedback
- Use creative signage that reinforces learning thresholds
- Use Countdowns—embellished with clear instructions, allowing children to finish their conversations.
- Promote positive arrival and dismissal—personal acknowledgement, friendly, interested in the individual.
- Start each day and each session in a positive frame of mind and on a positive note...

Summary of Sanction Steps (not for public classroom display)

- a) Catch children doing 'the right thing'
- b) Use 'silent' behaviour management strategies- non-verbal cues, a look/ a pause/ a gesture etc
- c) Give choices

Step 1	Private verbal warning
Step 2	2 nd verbal warning
Step 3	1st Time Out: 5-10 minutes Reflection
Step 4	2nd Time Out: remainder of session Recorded on CPOMs and parents informed
Step 5	Sent to member of SLT Recorded on CPOMs and parents informed
Step 6	SLT meeting arranged with parents & child; Behaviour Contract