



Positive Behaviour Policy

Agreed by Governing Body	October 2020
Review date	October 2022
Responsible for this policy	Sue Knowles

Philosophy

At Beeston Primary, we believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations, and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

Aims

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose.

To ensure the safety through making the boundaries of acceptable behaviour clear.

To enable children to make positive choices to correct their behaviour.

School Rules

Consultation with staff and children has taken place and the following four basic school rules have been decided upon. These simple rules can be interpreted at an appropriate level by every child and clearly understood by all.

1. Be polite and kind to everyone
2. Walk around the school in a sensible manner
3. Respect the property of others and of the school
4. Always put in 100% effort into all of your work

All staff will make every effort to ensure all children are engaged in meaningful tasks, which offer the appropriate level of challenge, with support where necessary. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and benefits from both public and private praise. The importance of self-esteem is never underestimated.

Rewards for positive learning behaviours

We believe that positive reinforcement of good behaviour is the most effective way of encouraging children to follow our school rules. We therefore reward children for behaving appropriately.

Children are praised for appropriate behaviour, effort and achievement in their learning

All members of staff reward children for appropriate behaviour, these rewards may include stickers, stars, badges, certificates, smiley faces, stamps, team points and positive comments.

General Strategies used for Positive Behaviour Management

1. Praise and encouragement.
2. Awarding of incentives e.g. stickers, certificates, team points, class rewards etc.
3. Sharing successes.
4. Identify and model positive learning behaviours.

Characteristics of Learning

The characteristics of learning are the rainbow principles which encourage our children to achieve their full potential and encourage positive behaviour by celebrating each of the characteristics our children display. These are celebrated through the giving of certificates in assembly and at afternoon tea.

The seven characteristics of learning are:

Reflective Red

Tangerine Teamwork

Why? Yellow

Growth Mindset Green

Brilliant Blue Me

Independent Indigo

Perfect Purple

Afternoon Tea

Each week, a child from each class who has shown exemplary behaviour or an excellent attitude to their learning, is chosen to attend Afternoon Tea hosted by a member of the school's Senior Leadership Team. Parents are also invited to this special celebration.

Behaviour Steps System

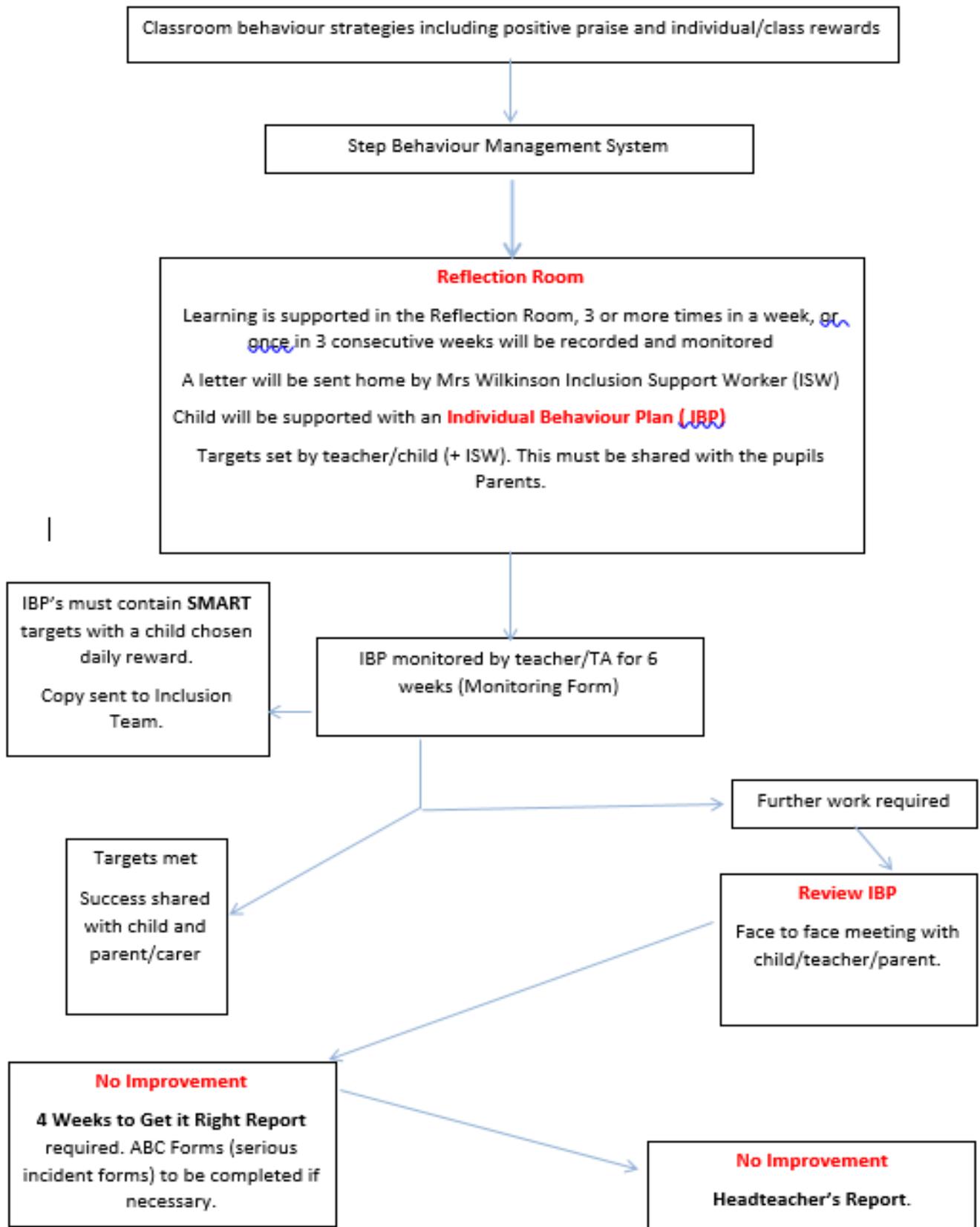
In school, when dealing with unacceptable classroom behaviour, school staff follow our Behaviour Steps system. The aim of the steps is to re-focus and re-engage the child with as little disruption to learning as possible. Our Inclusion Room is an isolation room manned throughout the day by school staff. Pupils are only sent to the Inclusion Room if they are continually refusing to follow instructions or interrupting learning. This is Step 3 on our Behaviour Steps system.

FRIENDLY WARNING		EXAMPLES OF BEHAVIOUR
STEP 1	Move the child's name onto the step	<ul style="list-style-type: none"> Silly noises Not following instructions Low level disruption Distracting others
WARNING		
STEP 2	Explain expectations 5 minutes thinking time out/thinking time in the classroom Positive reinforcement	<ul style="list-style-type: none"> Silly noises Not following instructions Low level disruption Distracting others
WARNING		
STEP 3	Child sent to the Year Group Leader's Classroom for 10 minutes (or until calm) if the Year Group Leader is unavailable, please contact a member of the Inclusion Team A child may automatically move to STEP 3 where an incident is of a serious nature, for example, intentionally physically hurting another child, refusing to comply with an instruction from an adult, using inappropriate language or damaging school property. When pupils are on Step 3 they are unable to move back down the step board	<ul style="list-style-type: none"> Hurting other children Inappropriate language Continuously disrupting Learning fighting
WARNING		
STEP 4	Contact a member of the Inclusion Team via the Walkie Talkie for support. Child to be removed from class. Letter to be sent home to the parent- this is completed by the staff on duty in the Reflection Room and signed by the Department Leader. Child to be supported by a member of the Inclusion Team until they are ready to learn in the classroom. The child will miss 15 minutes of play or lunch if appropriate	<ul style="list-style-type: none"> All of the above Refusal to
STEP 5	Exclusion Parent to attend a meeting with a member of the SLT	<ul style="list-style-type: none"> Persistent disruptive behaviour. Verbal abuse or threatening behaviour against an adult. Serious assault of a child or member of staff Dangerous behaviour

Persistent misbehaviour will involve parents being called to speak with their child's class teacher, Key Stage Leader or a member of the Senior Leadership Team.

Children, who access learning in the Inclusion Room three times in one week, or once in three consecutive weeks, will then be supported in school in accordance with our **Behaviour Pathway Flow Chart**.

Behaviour Pathway Flow Chart



Playground Rules and Sanctions

All Children should enjoy playing outside in safety. Adults in the playground will be positive role models.

Our playground rules are:

- Children should respect each other and treat each other kindly
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way
- Children show respect towards all adults in the playground
- Children will be able to play freely unless it is judged that they are a danger to themselves or others
- Children will look after equipment and play sensibly with it, tidying up at the end of playtimes

Positive role models

- Adults will play and talk with children modelling positive attitudes such as tolerance, resilience and fairness.
- Adults will use positive language when talking to children about problems or conflicts, asking open questions such as 'Why do you think xx is feeling unhappy?', 'What do you think you could have done?'
- Adults will give all parties the chance to speak before deciding if any sanctions are necessary
- Playground monitors will model good behaviour and assist children in finding friends to play with, tidying up and supporting adults on duty
- At the end of playtime adults remind children to stand still on the playground at the first bell and walk to their lines at the second bell. All staff to be given a two minute warning before the bell is rung to be on the playground ready to walk the children inside and minimise lining up time.

Sanctions

Children will be given a verbal reminder when inappropriate behaviour is spotted and a chance to improve their behaviour. If this behaviour continues they will be taken to the Reflection Zone in the playground with the adult on duty to discuss and reflect on their behaviour. If this still does not address the issue then the child will be taken inside by an adult to the Reflection Room and will miss the remainder of their break time.

A child will be removed from the playground immediately if:

- They act in a way that is a danger to themselves or others
- They demonstrate aggressive or violent behaviour, verbal or physical – eg kicking, hitting, spitting, swearing, throwing objects
- Bullying behaviour - persistent incidences will be dealt with according to our bullying policy and procedures
- Deliberate breaking of equipment



Playground Behaviour Sanctions

CONSEQUENCE		EXAMPLES OF BEHAVIOUR
Warning	Discuss with the child as to why the behaviour is not acceptable Be clear about what changes in behaviour are required Ensure the child has a clear understanding if the behaviour continues they will be placed in the Time out Zone	
5 or 10 Minutes in the Time Out Zone in the Playground	When sending a child to the Time Out Zone, advise the child that it is their behaviour that is not acceptable and the Time Out Zone is there to help them to calm down, reflect on their behaviour and think of what changes they need to make Once the agreed minutes has passed, playground staff will <ul style="list-style-type: none"> • praise the child for following instructions and remaining in the Time Out Zone. • explain the behaviour expectation again and check the child's understanding • advise of the consequences if the behaviour continues • allow the child to re-join the play If previous unacceptable behaviours continue send the child back to the Reflection Zone. A Playground Behaviour Slip is completed by the Playground Staff.	<ul style="list-style-type: none"> • Falling out with friends • Name calling • Not taking turns • Shouting at other children • Not following adult instructions
	<p>For serious behaviour, children will immediately be sent inside to the Reflection Room and lose the remainder of their free time. A Playground Behaviour Slip is completed by the Playground Staff.</p> <p>The Inclusion Team will review the playground incidents on a weekly basis and offer individual support for children struggling with inappropriate behaviour in the playground.</p>	<p>Serious Behaviour</p> <ul style="list-style-type: none"> • Hurting other children • Inappropriate language • Fighting • Dangerous behaviour • Verbal abuse or threatening behaviour against an adult.

Screening and Searching

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately.

Teachers have the power to search without consent where they have reasonable grounds for suspecting pupils may have a prohibited item. The prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers fireworks
- pornographic images/videos
- any item that staff reasonably suspects has been, or is likely to be used to:
 - commit an offence
 - cause personal injury to any person (including the pupil)
 - damage to the property of any person (including the pupil)

If a search is to be conducted, teachers should refer to the a member of the Senior Leadership Team who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons, knives, stolen items or illegal drugs being confiscated, these will always be handed over to the police.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All staff are regularly Team Teach trained. Team Teach is award-winning 'positive handling' training which helps staff support children with challenging behaviour, emotional and behavioural difficulties or social, emotional and mental health issues. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention. All staff are familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' as well as the school's Policy for the Use of Reasonable Force.

Pastoral Care for Staff Accused of Misconduct

The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DFE guidance 'Dealing with Allegations of Abuse Against Teachers and Other Staff' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation. Further strategies will be put in place to support the child, e.g. Individual Behaviour Plans or extra classroom support, the impact of this support will be monitored carefully.

In cases of extremely serious misbehaviour, fixed term or even permanent exclusion will be considered. Children who are unable to access learning in our school may be referred to external specialist provision.

Parents are asked to work in partnership with the school and support the implementation of the positive behaviour policy. The school and classroom rules are displayed clearly throughout the school. We value the support and co-operation of parents in building a framework for the moral, spiritual and social education of all our children.