 ‘Promoting positive behaviours’

Our behaviour policy

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| **Approved by:** | J. Ottaway | **Date: September 2021** |
| **Last reviewed on:** | September 2022 | |
| **Next review due by:** | September 2024 | |

**Introduction**

All children have the right to an education that offers them the best opportunities to work hard, be happy and make good progress. The school acknowledges its duties under the Equality Act 2010 to provide a safe and supportive environment for all pupils including those with special educational needs. We recognize that some pupils require a differentiated approach to behavior management. All adults are here to create the right environment and opportunities for this to happen and all staff understand that, in most cases, a child’s choice of poor behaviour is a method of communication. We are committed to this policy to help all children make the right choice whilst in school.

We recognize that while this policy sets out our approach to promoting positive behaviours in our pupils, some individuals will have higher-level behavioural needs that can only be effectively addressed through a bespoke, personalized behaviour plan. For these individuals, the provisions, approaches and strategies set out in their behaviour plans, supersede this policy.

**Values and aims of our school**

At Ewelme Primary School we believe in providing a safe, welcoming, happy and well-ordered school environment in which children can learn effectively and reach the highest standards of which they are capable.

We encourage all our children and staff to demonstrate and model our school rules and values:

* We are always **ready**
* We are always **respectful**
* We are always **responsible**
* We are always **resilient**
* We are always **reflective**

We believe that by demonstrating these values, our pupils will also be exhibiting the key features of excellent conduct and excellent behaviour for learning.

**Partnership between home and school**

We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for all our children. Partnership with parents and children underpins all that we do.

We believe all members of the school community should be equally valued and at the same time have an equal responsibility and part to play in helping our children live up to and consistently demonstrate our school values.

We believe that a whole school approach to promoting positive behaviours is the only successful means of achieving good behaviour in the school. The consistent implementation of this approach should involve children, parents, all staff and governors.

**The responsibilities of the school:**

* To teach effectively, and to set and model the highest standards in work, attitude, mind-set and behaviour
* To give opportunities for children to develop their individual strengths
* To care for each child as part of the school family, expecting and granting respect
* To help children to make a contribution to the community and the environment. To encourage regular communication between home and school.

All staff are responsible for supporting each other in dealing with behaviour around the school. All members of school staff should feel equally confident and enpowered to intervene in inappropriate or negative behaviours and recognize and reward positive behaviour choices. Teachers have the overarching responsibility of dealing with the behaviour of the children in their class at all levels. This is reinforced by other adults that they have supporting them with their class.

Teachers may need to consult with the SENCo when help is needed for higher-level behaviours and the writing and implementing of behaviour plans.

Class teachers have the discretion to ask children to repay learning time at break times and at lunchtimes for not meeting lesson expectations or completing learning tasks. This may be in addition to sanctions for disrupting learning for others.

The school will make arrangements to help those who require differentiated approaches to transition from one class to another and from one school setting to another.

**The responsibilities of parents**:

* To make sure that children come to school regularly, on time, and in school uniform, refreshed, alert and ready to work
* To support the children's learning by taking an interest in their work
* To support the authority of the school, particularly in matters of promoting positive behaviours, and to deal with matters as they arise
* To encourage their children's use of learning time at home in activities and entertainment.

**The responsibilities of the children**:

* To come to school on time, **ready** for the day and **ready** to work hard
* To behave **respectfully** towards others in the school
* To be **responsible** for their own belongings, their own behaviour choices and for their learning
* To demonstrate **resilience** when things are hard or go wrong
* To be **reflective** about their own work, behaviour and the world around them – for example by seeking help from adults if problems arise or by being willing to except constructive feedback and make improvements.
* To follow the school rules

Children who consistently adhere to the rules and consistently demonstrate our values are rewarded.

Children who do NOT adhere to these rules are reminded and supported to make positive behaviour choices in the future.

**How we use our learning environments to promote positive behaviours**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Therefore, at Ewelme, teachers have discretion to organise their table and seating layout however they deem most effective in promoting positive behaviours. Teachers are encouraged to plan where the children will sit in advance of lessons in order to ensure all pupils are sat with peers or in groups, and in physical proximity to adults and other resources, that are most conducive to promoting positive behaviours. Whole-school expectations about classrooms mean that they are purposeful and supportive enviornments and that, while small differences in style and approach are inevitable between different adults and classrooms, there will always be elements of predicatability and consistency in each learning environment. For example, the school rules are displayed in the same format in every room, all display boards are backed in white paper and bordered in blue and yellow and all classes display, celebrate and record house points in the same way (via Class Dojo on the interactive whiteboard).

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Positive feedback should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

**Recognising and rewarding positive behaviour**

At Ewelme we look for opportunities to praise and reward children, not just for academic achievement but for demonstrating the school’s values through their conduct and behaviour for learning. Rewards may be given in a number of different ways, including:

* **Verbal praise** – teachers and other staff should regularly offer verbal praise and recognition to pupils who are demonstrating the school rules and values (e.g “Well done to [insert name] who I can see is being [insert school value] because they are [describe positive behaviour]…”)
* **Certificates** given in Whole School Achievement Assembly - once a week, an Achievement Assembly is held. In each class, two pupils are nominated by their teacher for a certificate which is presented in this assembly. Each certificate should make reference to one of the school’s values (Ready, Respectful, Responsible, Resilient, Reflective) and at least one of each class’ certificates each week should recognise positive behaviour choices or attitude. Each week’s certificate winners are listed in the next whole-school newsletter.
* **House Points** – these can be awarded by any adult in school. They should be recorded using the Class Dojo web page, which can be displayed on each classroom’s interactive whiteboard. Class Dojo is used because it is an engaging way to record house points that motivates and interests the pupils. It also allows teachers to provide specific feedback about why they have a house point has been awarded, for instance for demonstrating one of the 5Rs. The award of house points feeds into short and long term, whole-school and class-specific reward systems outlined below.
* **KS1 weekly reward time** – In Reception, Year 1 and Year 2, teachers can provide their classes with a weekly, 20 minute period of reward time (i.e. ‘golden time’) if, collectively, they can achieve a pre-agreed target of house points (e.g. 250 within a week). This target can be tracked using Class Dojo.
* The house with the most house points at the end of each short term earn a **house treat** (e.g. time as a house group at Cow Common, a cinema afternoon etc) accompanied by a non-school uniform day for those pupils.
* **Termly class rewards** – teachers can operate class-specific reward systems whereby, working together, the pupils can earn a whole-class reward at the end of term (for instance, extra play, visiting the park, watching a DVD). Although this can be done at the teachers’ discretion, they should communicate and work with the other teachers, and in particular those teaching the same key stage as them, to ensure these reward systems are fairly organised and sufficiently consistent between classes.
* **‘Good news’ slips** – these can be written by any adult for any pupil in school. They should explain something that the pupil has done that demonstrated one of the school values and is then presented to the pupil in class. They take the good news slip home to share with their family.

**Procedure for promoting positive behaviour when poor choices are made:**

Incidents of poor behaviour should be dealt with in a calm manner, without the need for shouting. Adults should pass the incident on to another adult if they feel unable to deal with the behaviour or the behaviour involves their own child, although all staff should feel confident enpowered to address and deal with inappropriate or negative behaviour. Direct escalation to the Headteacher should be the last option unless the Headteacher deems it necessary to support at that time (the head teacher can offer support or advice to a member of staff, or request to be kept updated about a situation or an individual’s behaviour, without becoming directly involved).

*Very often, the display of poor behaviour choice is the result of a child communicating something that they are unable to verbalise. This should always be at the forefront of the mind of all adults when dealing with incidents.*

Should children make poor choices by behaving unacceptably or disruptively during learning time, the following steps are taken (summary of below in appendix A):

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| 1. Low-level first steps:   *[This is not an exhaustive list of steps that must all be taken by a member of staff in all situations but rather examples of the sort of non-verbal interventions, rewards and positive reminders that an adult should employ when appropriate].*  **Non-verbal interventions** – moving to stand near a pupil, making eye contact with a child, gently placing a hand on a child’s shoulder, gently removing an object or piece of equipment from a child etc.  **Rewards** - Recognition of other pupils who are demonstrating positive behaviours through verbal praise, awarding house points etc.  **Positive reminders** – Remind the class of the rewards they are working towards collectively and individually. “I am looking out for anyone who might be able to earn themselves a house point because they are being … [insert behaviour you wish to promote]…”. “We are just 10 house points away from achieving our golden time this week, I wonder if we can earn them before the end of this lesson…” |
| 1. Individual intervention: 2. **Recognise** the behaviour as a communication of unmet need (ie. boredom, frustration, uncertainty, anxiety etc.) and **acknowledge** this:   *“[Insert name] I notice that you are [insert unwanted behaviour]. I wonder if there is something the matter? Is there something wrong / something I can help with. Is it because you are [insert possible triggers – i.e. unsure of what you need to do?]”*  If the pupil can explain or identify through discussion what is triggering their behaviour, be sure to **validate** this, possibly through personal experience; e.g. “that has happened to me in the past as well…”.   1. **Remind** the pupil of a previous occasion when they have made positive behaviour choices or experienced success:   *“Remember when [insert previous occasions]. That’s the [insert name] I want to see now…”*  Continue to offer support with underlying trigger for behaviour.   1. Offer a **positive choice** which enables the pupil to take an element of control:   *“Let’s make a plan. You could either [insert choice 1 – e.g. work with me here] or, if you prefer, [insert 2nd choice e.g. work on your own at that table]”.*   1. Offer a **choice that includes a consequence**:   *“You can either [insert desired behaviour / change to behaviour] or you will need to [insert consequence – e.g. finish your work at the start of break time, work on your own on a different table in class etc.].”* |
| 1. Consequence: 2. Working at a separate table within the class 3. Continuing / completing work during the start of break or lunch play time 4. Contacting parents / carers 5. Escalation to the head teacher / another member of staff, including possible removal from the classroom for a time out away from the class\*   \*A restorative conversation will be recorded by the member of staff initiating the Time Out, where possible, and contact made with parents by the same staff member (see appendix B)  Should there be only one adult in the classroom at the time that Time Out sanctions are applied, a red card will be sent to another class/school office to ask for assistance from additional adults to accompany the child to a safe place. This system can also be used if children are on the playground or field.  Should a child refuse to leave the classroom when requested and persists in the refusal, and their behaviour is dangerous towards other pupils, the class may be removed to an alternative location whilst an adult remains with the child. |

NB: Children who show behaviour such as violence towards adults and other children, unsafe or defiant and disruptive behaviour that stops learning for the rest of the class and serious verbal abuse to a child or adult may go straight to the Time Out level.

When poor choices have been made, the member of staff taking the first steps to deal with resulting behaviour will communicate those steps taken to the next adult who will be supervising the child.

**Exceptional circumstances**

Higher levels of persistently unacceptable behaviour may result in a fixed period of external exclusion.

The Headteacher will make the final decision on an external exclusion and the school will contact parents to notify them of the action being taken. Each pupil in this situation will be looked at on a case by case basis in accordance with government guidelines.

If a child is excluded, a letter will be issued to parents and presented when they collect their child. Work will be provided by the class teacher and a substantial amount will be given to the parents to ensure that child has enough to do whilst working at home. The work will be marked by the class teacher on return from the exclusion.

Following fixed term exclusion there will be a reintegration meeting at the beginning of the day of the child’s return. The child will then return to the beginning of the procedures above. If the child returns in a non-compliant mood and shows no effort to return to class, parents will be asked to return at a later point to try again.

**Restraint**

Occasionally, minimum restraint may be used to calm a child or to prevent injury to the child or others.

Any deviations to these steps will only be in the event of written guidance on a specific child’s Individual Behaviour Plan (IBP). It may be necessary to set up regular feedback meetings with parents to share successes or minor issues.

**External and additional support for behaviour**

Support for pupils making poor behaviour choices may be accessed from a range of school strategies depending on need. These include peer mentoring and friendship circles; intervention groups such as Lego Club and Drawing and Talking; 1:1 counselling from school staff; and the involvement of local charitable organisations with specialist staff.

Should it be deemed necessary to have external support, this will be co-ordinated with the school SENCo and the Headteacher. Where the cause of the behaviour is uncertain, the SENCo may organise a meeting to complete an Early Help Assessment Form (EHA). This will then trigger support from external agencies if appropriate.

There may be times during trips or school assemblies where the process for dealing with poor choice behaviour may differ due to logistical reasons. Should parents have any questions or concerns, they are to speak to the class teacher in the first instance.

**Early Years Foundation Stage**

In the Foundation Stage appropriate behaviour is taught through the prime area of learning - Personal, Social and Emotional Development – as set out in the EYFS document Early Years Outcomes. Through the use of story books, modelling, role-play and puppets pupils are supported and guided in developing a moral code (understanding right from wrong), developing self-discipline, self-confidence, self-awareness and respect for others, encouraged to co-operate, share and take turns with others and take responsibility for their own actions and behaviour.

In order to teach the children that they have a responsibility to take control of their own behaviour the language of choice is used. Children can choose to do and say the right thing and be rewarded for that or they can make the wrong choice and receive a consequence as a result. Positive praise is used consistently to reward children who make the right choices. ‘Time out’ for those pupils who display particularly inappropriate behaviour may occasionally be used at the discretion of the Foundation staff. This offers an opportunity for the child to calm down in a safe and quiet environment.

**We expect parental support with these procedures and class teachers will refer to the Headteacher if further support is required**.

**Recording and Monitoring**

Incidents of poor behaviour choices that require contact with parents, escalation to the head teacher or another member of staff in school and/or where behaviour has been significantly disruptive to others, dangerous or disrespectful, will be recorded on an incident form and given to the head teacher.

The Headteacher monitors the effectiveness of this policy on a regular basis, and reports to the Governing Body in Performance and Standards meetings and Full Governing Body Meetings via the Headteacher’s report on the effectiveness of the policy.

The Headteacher monitors the effectiveness of this policy by:

* Monitoring the incident forms completed by teachers
* In each week’s staff meeting, asking teachers to discuss any pupils whose behaviour is of concern
* Keeping a record of any child who is excluded for a fixed-term period, or who is permanently excluded in line with the exclusion policy
* Visiting classrooms for the purpose of observing the pupil’s behaviour and the staff’s management of this behaviour

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governors will follow the school Complaints Policy in cases of complaint.

**Implications of the Coronavirus pandemic:**

The school values and rules are equally applicable to the COVID-19 crisis. A set of school values have been created that make specific reference to expected behaviours during the Coronavirus pandemic which has been distributed to parents / carers, all staff, governors and shared with the pupils. This is also displayed in classrooms and can be found in appendix D.

**Bullying**

Bullying is recognised as a form of poor behaviour but is distinguished by particular persistence towards an individual and may, therefore, require additional/differing strategies, particularly where these relate to incidents outside the school grounds.

Guidance is given in **our Anti-Bullying policy.**

**List of Appendices:**

Appendix A Summary of procedure for promoting positive behaviour when poor choices are made

Appendix B Restorative Conversation Record Sheet

Appendix C Home/School Agreement and Permissions

Appendix D The ‘5 Rs’ during Cornonavirus

**Appendix A - Procedure for promoting positive behaviour when poor choices are made:**



**Appendix B Restorative Conversation with Child**

Name of Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Adult: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***What happened?***

***What were you thinking at the time?***

***What have you thought since?***

***How did this make you feel?***

***Who has been affected?***

***How were they affected?***

***What should we do to put things right?***

***How can we do things differently in the future?***

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Adult)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Child)

**Appendix C Home-School Agreement**

**School will:**

* Recognise the individuality and ensure the well-being of each child, providing for their individual needs.
* Encourage children to take care of other people, their surroundings, their own and others' belongings.
* Encourage and empower children to do their best at all times, in a positive learning environment.
* Inform parents of their child's progress at regular meetings and in an annual report.
* Keep everyone in the school informed and involved in the learning process.
* Work positively, collaboratively and with a shared philosophy.

**Family will:**

* Ensure the school has up to date contact details/information at all times
* Make sure child attends regularly and arrives between 8.50 and 9.00 am. [Contact school by 9.30 a.m. on each morning of sickness absence.]
* Make an appointment with the Headteacher to request absence in school time.
* Support the school’s policies and guidelines for behaviour and routines.
* Ensure child is properly clothed and equipped for school (clothing and equipment to be clearly named).
* Support learning at school and at home (homework and reading)
* Participate in dialogue concerning child’s progress and behaviour.

**Children will:**

* Be polite, friendly and helpful.
* Keep the agreed class and school rules.
* Look after each other and take responsibility for their actions.
* Take care of their surroundings, their belongings and those of others.
* Do their best.
* Take pride in their own and others’ achievements.

**Working together we will:**

* Celebrate the child’s achievements.
* Achieve our best by supported learning.
* Do all we can to make school a happy place for all of us.
* Do all we can to make school a safe place.
* Do all we can to make school an exciting and interesting place.

Signed by HT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Carer Acceptable Use Agreement Template – Digital Technologies

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

• that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.

• that school / academy systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

• that parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that *students / pupils* will have good access to digital technologies to enhance their learning and will, in return, expect the *students / pupils* to agree to be responsible users. A copy of the Student / Pupil Acceptable Use Policy is given below, so that parents / carers will be aware of the school expectations of the young people in their care.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school’s work.

Permission Form

Parent / Carers Name Student / Pupil Name

As the parent / carer of the above *students / pupils*, I give permission for my son / daughter to have access to the internet and to ICT systems at school.

Either: (KS2)

*I know that my son / daughter will sign an Acceptable Use Agreement and has received, or will receive, e-safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.*

*Or: (KS1)*

*I understand that the school will discuss the Acceptable Use Agreement with my son / daughter and that they have received, or will receive, e-safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.*

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son’s / daughter’s activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child’s e-safety.

Signed Date

Pupil Acceptable Use Policy Agreement Template

This is how we stay safe when we use computers:

* I will ask a teacher or suitable adultif I want to use the computers
* I will only use activities that a teacher or suitable adulthas told or allowed me to use.  
  I will take care of the computer and other equipment
* I will ask for help from a teacher or suitable adultif I am not sure what to do or if I think I have done something wrong.
* I will tell a teacher or suitable adultif I see something that upsets me on the screen.
* I know that if I break the rules I might not be allowed to use a computer.

*Signed (child):……………………………………………*

Use of Digital / Video Images

The use of digital / video images plays an important part in learning activities. Students / Pupils and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons. Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media,

The school will comply with the General Data Protection Regulations and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names. In accordance with guidance from the Information Commissioner’s Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use. To respect everyone’s privacy and, in some cases, protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other students / pupils in the digital / video images.

Parents / carers are requested to sign the permission form below to allow the school to take and use images of their children and for the parents / carers to agree

Digital / Video Images Permission Form

Parent / Carers Name

Student / Pupil Name

As the parent / carer of the above *student / pupil*, I agree to the school taking and using digital / video images of my child / children. I understand that the images will only be used to support learning activities or in publicity that reasonably celebrates success and promotes the work of the school.

Yes / No

Yes / No

I agree that if I take digital or video images at, or of, – school events which include images of children, other than my own, I will abide by these guidelines in my use of these images.

Signed

Date

**Permission to attend local visits**

The school takes great pride in making use of the local area for the children’s learning experiences. Every trip to the local community is carefully assessed and adequately supervised under strict health and safety guidelines. By signing below you give the school permission to let your child participate in short walks or short minibus trips into the local environment (i.e. outside school grounds). This includes such trips as to the community sports ground, village hall, watercress beds, war memorial, natural areas, local schools or venues. This permission does not cover longer ‘excursions’ or overnight ‘residentials’ for which permission will be sought on a case by case basis.

Specific Permissions for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Child’s first and surname)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian

More detailed policies on how the school works towards fulfilling the school aims are available on request from the school office. Each set of guidelines provides a general summary of a particular policy. All enquiries are welcomed at the school office or by your child's class teacher. Should you have any concern or feel there is a problem, please contact your child's class teacher in the first instance or the Headteacher.