 ‘Promoting positive behaviours’

Our behaviour policy

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| **Approved by:** | Full Governing Board | **Date:** January 2025 |
| **Last reviewed on:** | September 2022 |
| **Next review due by:** | September 2026 |

**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 recognise 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, personalised behaviour plan. For these individuals, the provisions, approaches and strategies set out in their behaviour plans compliment, and in some cases, 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 recognise 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 in classroom places that are most conducive to their learning and focus.

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 predictability 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.
* **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. The award of house points feeds into short and long term, whole-school and class-specific reward systems outlined below. Wherever possible, staff should describe the specific behaviour being rewarded when house points are awarded.
* The house with the most house points at the end of each short term earn a **house treat** which comprises a non-school uniform day for the winning house and a celebration assembly, in which all members of the winning house receive a certificate.
* **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 and 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 may 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 class reward, I wonder if we can earn them before the end of this lesson…” |
| 1. Individual intervention:

**If a pupil continues to make poor behaviour choices, an individual intervention is required. Teacher and support staff knowledge of each individual pupil’s character and context is crucial in judging these interventions correctly and effectively improving a pupil’s behaviour choices. Therefore, exact approaches may vary, but will often include:*** **Recognising** the behaviour as a communication of unmet need (ie. boredom, frustration, uncertainty, anxiety etc.) and **acknowledging** 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.* **Reminding** 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…”** Offering 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]”.** Offering 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 held by the member of staff initiating the Time Out, where possible, and contact made with parents by the same staff member.Should there be only one adult in the classroom at the time that time out sanctions are applied, the member of staff should ask for assistance from additional adults to accompany the child to a safe place via the class radio or phone. 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 suspension 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 delivered by hand or via email. 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 suspension.

Following fixed term suspension 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.

The school follows the local authority’s ‘Positive Handling Policy’, which can be viewed on the school website.

**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 or part of a wider context involving the family, home-life and/or other factors outside of school, the SENCo or Head Teacher may organise a meeting to complete an Strength and Needs Assessment. 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 behaviour choices 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 (Appendix B).

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 suspended for a fixed-term period, or who is permanently suspended in line with the suspension 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 suspensions, and to ensure that the school policy is administered fairly and consistently.

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

**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 statement.**

**List of Appendices:**

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

Appendix B Incident form

 Appendix C Home/School Agreement and Permissions

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



**Appendix B Incident form**



Incident form

|  |  |
| --- | --- |
| **Date** |  |
| **Time** |  |
| **Name of child or children involved** |  |
| **Name of adult or adults involved** |  |
| **Name of adult filling out form** |  |
| **Location of incident** |  |
| **What happened (Including specific explanation of triggers)?*****(Continue overleaf if required)*** |  |
| **Actions** |  |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_