



Beverley St Nicholas Community Primary School

Positive Behaviour Policy

September 2022

At Beverley St Nicholas Community Primary School our vision is to work together as a nurturing community to create something of which we can all be proud where everyone is respected and valued. We want our children develop a lifelong love of learning through having access to a broad and balanced curriculum and encourage them to be resilient to any issues that may come their way.

Children have the right to learn in a safe environment conducive to learning; we recognise the rights of teachers to teach and children to learn. Successful behaviour needs to be taught and learnt; each child needs to learn and understand the need for self-discipline, self-motivation and how to respond positively in a range of social situations. Rewards, which focus on highlighting positive behaviour and catching children in a spiral of personal achievement, are more powerful than sanctions which focus on punishing unacceptable behaviour; prevention is more effective than responding to disruption. The promotion of positive behaviour is the shared responsibility for all staff; who must be visible role models.

We recognise that a behaviour policy only works if it is valued and supported by the whole staff who:

- Openly value the reward system and consistently use the agreed sanctions. Our children need to know that we are having a sustained campaign to improve and promote positive behaviour at Beverley St Nicholas Primary School.
- Plan regular PSHE and/or circle time sessions into their weekly timetables
- Value and promote school rules and positive behaviour
- Regularly (daily) reinforce and consistently implement our rewards and sanctions as well as proactively promote an affirming, disciplined ethos.

Our aim must be to create a POSITIVE COMMUNITY ETHOS where we notice, reward and encourage children who are achieving well.

We believe that all stakeholders should share responsibility for the children in our care, and we recognise that parents play the most important role in teaching children about ways of behaving. Therefore, school aims to work collaboratively with parents so the children receive consistent messages about positive attitudes, courtesies and disciplined behaviour.

We believe that positive behaviour should be rewarded to acknowledge the behaviour we expect; inappropriate behaviour should be dealt with consistently and fairly. The expectation is that all children will behave in an appropriate manner to the situation. Good behaviour in school means that everyone in school is:

- Kind
- Polite
- Friendly
- Helpful
- Respectful
- Tolerant
- Hard working
- Careful
- Responsible

The guidelines within this Positive Behaviour Policy will be applied fairly and consistently to all pupils. Staff, through their positive attitudes, expectations and respect for others will encourage pupils to become motivated, independent, resilient and self-disciplined individuals.

'Rules' for the school and all children in it are established, discussed and displayed in classrooms and around the school in the form of class and whole school charters. They are referred to regularly by the staff in classrooms and in assemblies, at lunchtimes etc. so that children are very familiar with them and what they mean in practice. Each class also establishes their own class charter specific to their age group and written in age appropriate language. These are agreed by the whole class during the first week back at school in September and displayed prominently for regular reference. This results in the children having ownership over the expectations of behaviour in their classroom because they have had discussions about it and have come to a shared agreement.

Aims of our Positive Behaviour Policy:

- To foster a culture of positive behaviour management where all achievements are acknowledged and valued
- To promote good behaviour and respect
- To foster a caring atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the curriculum, to teach moral values and attitudes as well as knowledge and skills. This will help to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce positive behaviour by giving praise and providing a range of rewards for children of all ages and abilities, rather than simply to 'punish' inappropriate behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the appropriate sanctions that will follow any misbehaviour.
- To resolve behavioural issues in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To ensure a nurturing ethos is evident throughout all aspects of school life.
- To prevent bullying and to ensure pupils can learn without disruption.
- To ensure a consistent school wide approach to behaviour.

The above has been formulated with the wellbeing and safety of our pupils in mind to enable the school to function and focus on its core business which is learning.

The St Nicks Give Me Five Charter is:

- I will care for myself, my friends, my school and the environment
- I will listen carefully to others.
- I will try my best in everything I do and allow others to do the same and I will rise to challenges.
- I will be well mannered and treat others with respect at all times
- I will set a good example to others.

In each class we create a class charter(age appropriate) at the beginning of the academic year which reflects these five rules and encourages the children to demonstrate their thorough understanding of our behavioural expectations. These will be clearly displayed in each classroom along with the whole school Give Me Five Charter. Both of these documents will be regularly referred to when resolving or dealing with any behavioural issues.

Our reward system is a powerful means of promoting our values and expectations. Our reward system should ensure all children experience some degree of regular success and recognition.

Rewards used:

Our school-wide, informal rewards which are immediately given and available for all individuals are:

- Verbal and written praise
- Smiles and affirming body language
- Praise to children in front of peers, staff and the whole school family
- Displaying work
- Sending a child to another member of staff to share their success, including the Headteacher and Assistant Headteachers where appropriate
- Dojo points
- Certificates on a Friday during our Time to Shine assembly
- Note/letter home from the headteacher or other member of SLT
- Collective class based rewards such as marble jar

While the emphasis of the school's policy is on rewarding children and catching them being good, inappropriate behaviour or unacceptable behaviour needs to be dealt with. Children need to learn that there are consequences for their actions. As with rewards, there needs to be a degree of flexibility to deal with the individual situation. When it is necessary to punish a child it is essential that an explanation is given as to why the behaviour is not acceptable and an alternative way of behaving suggested to the child. Note: it may not be possible to do this until the child or situation has calmed.

Informal sanctions and interventions:

We will manage inappropriate behaviour by:

- Planned ignoring (as highlighted on a child's TSP)
- Facial expression; disapproving looks
- Expressing disappointment in the behaviour and reminding of rules/expected behaviour
- If at playtime supervising five minutes time out for the child
- Completion of work during playtime if work was not completed owing to misbehaviour
- Clear verbal reprimand
- A 'quiet' word with parents to ensure that they are kept informed and can work with us

Formal sanctions and school wide warning and behaviour tracking system

If our informal system of intervention has no effect, a member of staff who observes a child whose behaviour is inhibiting teaching or learning should give the child a formal warning, telling the child calmly what the warning is for. The member of staff should then resume their work. Any such incidents should be logged on CPOMS giving brief details so that we can build a 'bigger picture' and begin to track any patterns. During this chain of actions the children should be reminded of the Give Me Five Charter and their own class charter.

The agreed format is:

- Verbal warning to child - record on CPOMS
- Further warning
- Final warning
- Leave the room for rest of session to complete work in another classroom

- Referral to AHT or Headteacher who will decide on further consequences which may include things such as working with the SLT member for a period of time, missing part of their playtime (age appropriate amount of time/consequence) or contacting parents to discuss the incident.
- Parents asked to come in and discuss behaviours
- Informal exclusion internal

Playground planning

For children who consistently find it difficult to follow our rules at playtime, it may be necessary to use playground planning as a strategy to manage their play time more appropriately. Playtime planning involves a short discussion with the child before/as they go out onto the playground and aims to focus their play activities and remind them of a response to deal with a situation they are finding difficult.

- Where are you going to play?
- Who are you going to play with?
- What are you going to do?
- What will you do if?
- The strategy may involve the setting of a small achievable target for the child. The end of playtime, on the way back, while the rest of class are settling for the lesson the teacher should review with the child how the playtime went.
- Any playtime targets are shared with lunchtime and team staff who supervise break times.

If a child has been hurt due to the action(s) of others; a conversation will take place between staff and the relevant parent(s) to ensure that all issues that may arise, are dealt with on the same day.

Serious Incidents

If a child's behaviour is significantly inappropriate, they may be moved straight to being seen by a member of SLT without first receiving verbal warnings e.g. deliberately physically hurting another child or an adult, using inappropriate language specifically directed at another child or adult in order to cause offence, malicious damage of property or theft of items within school or during activities connected to school

If a child has received a verbal warning, parents/carers will not be informed, as this is one, minor behavioural incident. However, the class teacher will keep a record that the warning has been given. If a child receives multiple verbal warnings the class teacher will make a phone call home to inform the parent/carer, discuss the behaviour and agree on ways forward to improve the behaviour. This joint communication and support between home and school is vital, so that children see that all adults are working together and reinforcing the same message. This will be recorded on CPOMS and relevant ABCD forms completed if appropriate. This may mean he/she having a loss of privilege e.g. attending an after school club, representing the school in a sporting activity. If the child's behaviour does not improve, a further meeting may need to be held with the Headteacher and a Governor to discuss the seriousness of the child's negative behaviour.

Restorative Practice

We encourage children to take responsibility for their actions. We want them to understand that sometimes things go wrong and when they do go wrong it is important to put things right or to make up for what has happened. We will give those that are feeling hurt a chance to explain how others' actions have made them feel and the emphasis is very much on making sure that the children understand that the incident will be dealt with fairly. We

hold regular 'check ins' and 'check outs' so that all children can have a voice and their contribution can be valued by all in the class.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Team Teach

Many of our staff are team teach trained. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force using Team Teach techniques must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. A risk assessment and behaviour support plan will be into place for any children requiring this kind of intervention

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Exclusion

Exclusion, either temporary or permanent is a very serious step to take and will only be taken when a fair and full investigation has taken place and advice has been taken from the Chair of Governors. Any decision will be in full consultation with parents/carers. Parents/carers have the right to appeal, through the Governing Body, against any decision to exclude.

Additional Support

- The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of each child.
- We recognise that some children may need more support than others to develop their skills. Staff are encouraged to act upon concerns about a child's learning, conduct or emotional behaviour as early as possible by discussing these with the SENDCO and the headteacher. Interventions and support can then be discussed.
- Consideration will also be given as to whether an individual child would benefit from a Behaviour Support Plan or Pastoral Support Plan.

Additional support is available for all children through the school's Inclusion procedures, under the supervision of the SLT. We have a range of internal and external support that can be provided. These include:

- Emotional Literacy Support Assistant (ELSA)
- Lego Therapy
- Behaviour Support Team
- Children's Centre
- Educational Physiologist
- Youth and Family Support
- Medical Practitioners
- CAMHS