Positive Behaviour Policy

Updated: July 2018

Ratified:

To be reviewed:

1   Policy Statement

At Girton Glebe School we aim to encourage self-discipline in all children and to cultivate their developing respect for the needs and rights of others within the context of a safe working environment for children and staff. Girton Glebe Primary School provides an opportunity for children to learn about their own behaviour and its impact on others. As such it should provide a model of good behaviour and support children to modify poor behaviours.

We aim to provide a caring learning environment with a well-planned curriculum which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

1.1   Rationale

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education.

2   Aims

- To provide a well-ordered environment
- To help children develop resilience, self-confidence and self-discipline, and understand what constitutes good behaviour
- To create a common understanding of the limits of acceptable/unacceptable behaviour
- To encourage reflectiveness and responsibility regarding behaviour that impacts on others and their learning opportunities
- To promote our Core Values of respect, responsibility, excellence, compassion and perseverance.

3   Key Principles

There is an expectation that all members of the school community will behave appropriately and that problems will be dealt with consistently and fairly **bearing in mind the individual needs of the child,** including identified SEND needs of the child**.** We take a restorative approach, which is a blame-free approach to help us understand the circumstances and the reasoning behind poor behaviour choices so that underlying issues can be addressed. Conversations held with children about behaviour will be appropriate to the age and stage of the individual child's development.

All staff at Girton Glebe Primary School need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and have to have an understanding of what behaviour might be communicating.

All staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

- Following the lead of the Head Teacher, there is a collective staff responsibility for being good role models and encouraging responsible behaviour from all children at all times.
- We are committed to pastoral care and staff will work in partnership with parents to promote the children's self esteem and respect for themselves and others.
- We provide quality in the delivery of the curriculum and in all teaching and learning activities **so that opportunities for poor behaviour are minimised.**
- Good behaviour will be recognised and rewarded.
- Children must be aware of what is expected of them and involved in developing class and school rules to implement this policy.

- Strategies for promoting good behaviour and for dealing with unacceptable behaviour, must be consistent throughout the school.
- Unacceptable behaviour should always be followed up.
- Parental involvement is an essential part of maintaining high standards of behaviour. Parents are expected to:
  - act as good role models
  - support the school's approach and participate in any behaviour support programmes

Behaviours we encourage:	Unacceptable behaviour includes:
Respect for other people, their views and their work.	Violence and aggression
Resilience	Hurting feelings.
Positive learning attitudes	Threatening behaviour including bullying.
Compassion for others	Dishonesty.
Collaborative learning	Deliberate disobedience.
Honesty	Discrimination.
An understanding of the responsibilities of being a pupil at Girton Glebe	Disrespectful behaviour
An appreciation of the views of others	Using unacceptable language.
A positive attitude to life and learning	Deliberately damaging property.
Perseverance and determination	Disrupting teaching and learning.
Care for their property and that of others.	Sending hurtful or offensive messages .

4 Our Agreed Approach to Promoting Positive Behaviour – Underlying Principles

- **Expectations**: all staff should expect the highest standards of behaviour, challenging children with a rule reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit good behaviour. Reminding children of what they need to do to behave badly is more likely to promote poor behaviour.

- **Visual Timetables**: all staff should have a visual timetable on display in their classroom. This enables children to understand what to expect during the school day and is particularly supportive of children with special educational needs.

- **Separate Behaviour from the Child**: all staff must use clear and careful language when dealing with behaviour and ensure they keep the behaviour and the child separate. It is imperative that we reward/sanction the behaviour and not the child.

- **Develop Good Relationships**: effective behaviour management relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A good relationship means that much behaviour management can be communicated effectively either non-verbally or with very discreet reminders.

- **Take-up Time and Calm-down Time**: all staff should give appropriate take-up time, *expecting* children to modify their behaviour, but not *nagging* them to do so. In extreme situations children may need up to an hour of cool down time before a discussion can take place.

- **Preserve Dignity**: as much as possible, discussion about behaviour should take place discreetly, after the lesson. Humiliation of children in front of the whole class is never acceptable. Staff should ensure that, when discussing pupil behaviour, that it cannot be overheard.

- **Focus on Primary Behaviours**: many children will use secondary behaviours to deflect from the primary focus of behaviour management. Wherever possible, secondary behaviours should be ignored in order to refocus discussion on primary behaviour.

- **Fresh Start**: all staff should ensure that a new day brings a fresh start.

In order for our policy to succeed we need to:
- be consistent
- spend time every day building positive working relationships
- provide consistent, clear and positive encouragement for good behaviour
- be clear in our expectations of behaviour including teaching and explaining what good behaviour looks like
- make each day a 'fresh start'
- take account of the individual needs of children
- with the children, discuss and agree our rules
- involve parents
- regularly exchange information about children so that all staff catch those experiencing difficulty behaving well

4.1   Expectations of Acceptable Behaviour

All teachers develop with their classes clear expectations of how to behave in the classroom.

This includes explicitly teaching and reminding the children about:
- How we communicate: whether it is appropriate to have hands up without calling out, active listening, no put downs, positive language, reasonable working noise.
- The way we treat one another: the actions of respect, please, thank you, excuse me, putting things back and personal space considerations.
- Movement: in, out and around the room and toilets etc.
- Safety in the classroom.
- Use of learning time: working noise, use of work space and work time, how to get teachers' assistance in a busy classroom.
- Care of our classroom: the responsibility to keep the class clean, tidy and looked after.
- The way we settle classroom problems: follow through out of class time, restorative conversation, time-out

5 Key Strategies

5.1 Celebrating Good Behaviour

The school's five Core Values (respect, responsibility, compassion, excellence and perseverance) and positive learning attitudes are the basis of our philosophy for celebrating good behaviour. We encourage these values through the following means:

5.1.1 House Points

The whole school is allocated to one of four houses, managed by the SENCo. All staff may offer House Points to children to recognise when they have demonstrated one or more of our Core Values of respect, responsibility, compassion, excellence and perseverance. Class teachers keep a record of House Points so that it remains a motivational system for every child and certificates are awarded to children who earn 25, 50, 75 and 100 House Points. House Points are celebrated in each whole-school Celebration Assembly and the winning house is revealed at the end of each half-term.

5.1.2 Great to be Green

All staff carry green tokens with them around school. When pupils are seen to be displaying positive attitudes or demonstrating our Core Values they are given a green token by that member of staff. This is tangible, instant praise for making positive behaviour choices. The children return the tokens to a pot in their classroom where a tally is kept of the number they have received. On collecting three tokens, these are then converted in to one House Point.

5.1.3 Celebration Assemblies

Over the course of the year, each child will be nominated by their teacher for a Celebration Assembly certificate which could reflect good work or a positive learning attitude. Parents are invited to these assemblies to share pupils' successes.

5.2 Dealing with Poor Behaviour

5.2.1 Positive Reminders and Warning

- If a child is not displaying the positive behaviour we would expect we first use a positive rule reminder, i.e. praising a child or children who are demonstrating good choices. If this is insufficient, the child will be given a specific verbal reminder. If this request does not elicit a change, then the child will be given a final warning.
- Should the poor behaviour continue, the child will miss five minutes of the following playtime or lunch time, or, if the incident occurs after afternoon play (in KS1) or after lunch (KS2), it may be necessary to send the child to a paired classroom for five minutes reflection time. In these situations, the teacher will have a restorative conversation with the child, either during play/lunchtime or upon their return to the classroom. A child may be asked to fill in a restorative conversation form during in advance of this discussion, or it may be filled in together with the adult during the conversation- See Appendix A.
- Professional judgement will be applied to ensure that children have the opportunity to redeem behaviours, e.g. following a verbal reminder, a significant period of positive behaviour would obviate the need to progress to a final warning.
- Each learning session marks a fresh start within this process.

5.2.2 Restorative Conversation

- The five key questions for a restorative conversation are:
    1. What happened?
    2. What were you thinking / feeling at the time?
    3. How have you and others been affected?
    4. What do you need?
    5. What do you need to do to put it right?

    This is a blame free approach to help us understand the circumstances and the reasoning behind poor behaviour choices so that underlying issues can be addressed and involves the child taking responsibility for their actions in the process of putting right what has happened.
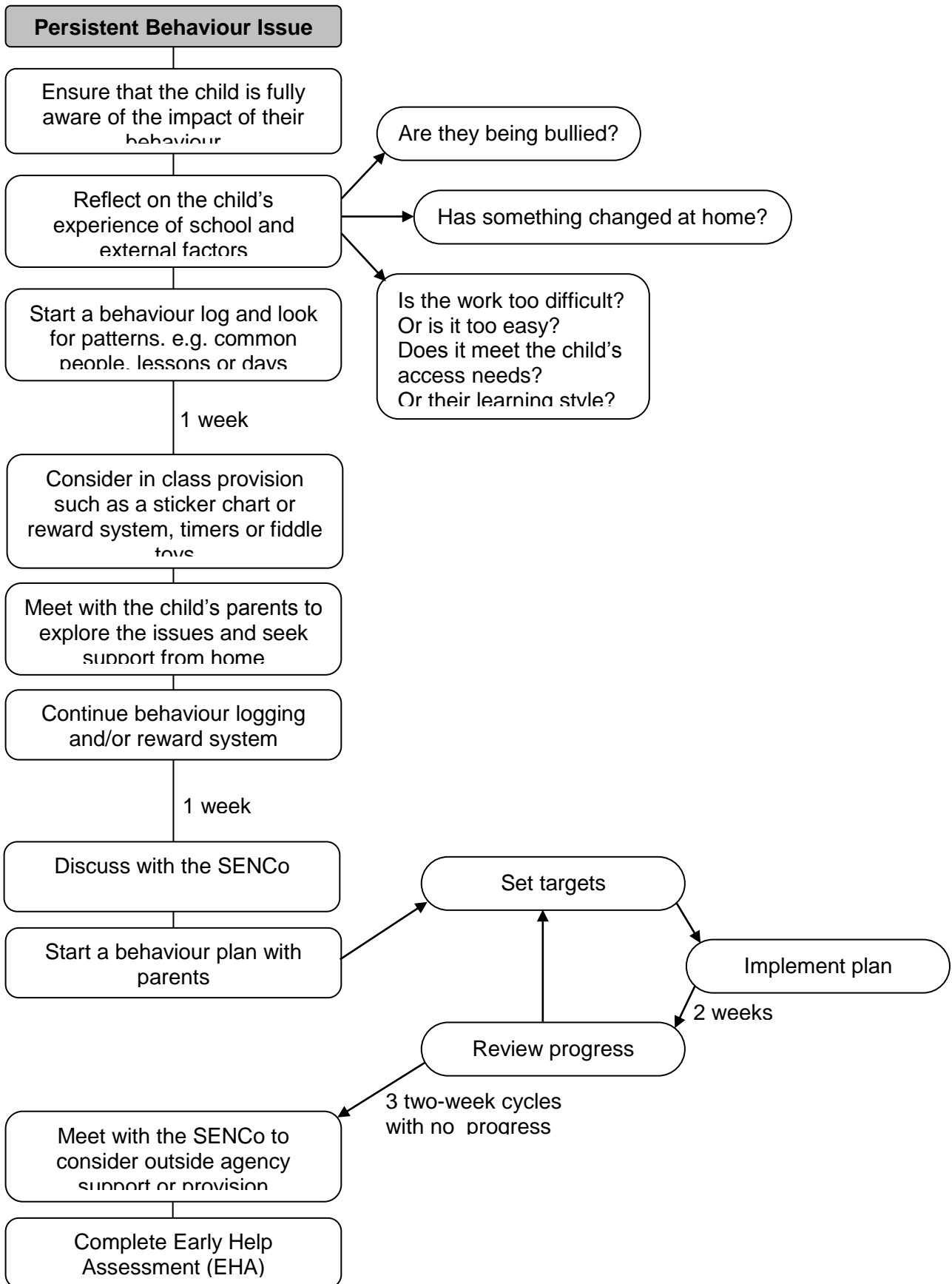
5.3   Dealing with Persistent Poor Behaviour

- The majority of pupils respond well to strategies that celebrate good behaviour and modify poor behaviour. The school will ensure that, when poor behaviour does occur, efforts are made to minimise the impact of this behaviour on the other children, ensuring that an environment conducive to learning is maintained. 'Calm down' space may be used for pupils who need a quiet environment in which to de-escalate.
- A De-escalation Script will be followed by all staff when supporting pupils who are displaying more challenging behaviour in order to help them calm down. The script is as follows:
    - ➤ [Learner's name]
    - ➤ I can see something has happened…
    - ➤ I am here to help…
    - ➤ Talk and I will listen…
    - ➤ Come with me and…

    There may be occasions when poor behaviour persists or behaviour is more serious or a child has additional needs which require an individualised behavior plan. In the case of persistent poor behaviour the processes we then follow are outlined in in the 'Persistent Behaviour Flow Chart' on page 6.

    Behaviour logging forms will be used to record persistent poor behaviour in order to identify patterns and spot triggers: see Appendix B and C.

    Behaviour incident logging forms (Appendix D) will be completed after each incident and returned to the Headteacher. These forms will be used by the Senior Leadership Team to identify trends in behaviour across the school and may be used as a basis for discussion with parents when there is an identified patterns in poor behavior.

Persistent Behaviour Issue

Ensure that the child is fully aware of the impact of their behaviour

Reflect on the child's experience of school and external factors

Are they being bullied?

Has something changed at home?

Is the work too difficult?
Or is it too easy?
Does it meet the child's access needs?
Or their learning style?

Start a behaviour log and look for patterns. e.g. common people, lessons or days

1 week

Consider in class provision such as a sticker chart or reward system, timers or fiddle toys

Meet with the child's parents to explore the issues and seek support from home

Continue behaviour logging and/or reward system

1 week

Discuss with the SENCo

Start a behaviour plan with parents

Set targets

Implement plan

2 weeks

Review progress

3 two-week cycles with no progress

Meet with the SENCo to consider outside agency support or provision

Complete Early Help Assessment (EHA)

5.4   Strategies for dealing with unacceptable behaviour

A number of strategies for dealing with occasional, unacceptable behaviour are given below. These would ordinarily follow the implementation of the Positive Reminders and Warning System, or be in response to a specific incident.

- Talk to child/children on their own at the beginning of their playtime or lunchtime.
- Working on their own in the classroom, just outside the classroom or in another classroom.
- Loss of privileges.
- Loss of playtime, delayed playtime or walking around with teacher on duty.
- Communicating with parents.
- Classroom behaviour contracts.
- Writing a letter of apology or other restitution.
- Child to stay in at the beginning of lunchtime.
- Child sent to see member of Senior Leadership Team.

Other strategies are available where behaviour issues are persistent or extreme.

- Individual Behaviour Planning (see flow chart).
- Home/school book.
- Regular meetings with parents (as part of behaviour planning)
- Negotiate contract of acceptable behaviour with children and parents.
- Involvement of outside agencies – school nurse, FSW, EWO, GP, Brookside.
- Internal exclusion

Both detention (child staying after school) and exclusion are options available within law.

The school will only use exclusion in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others.

Appendix A

Getting Ready for a Restorative Conversation				
Pupil	Class	Date	Staff member	

What happened?

What were you thinking at the time?

What do you think about it now?

How have you and others been affected?

What needs to happen to put this right?

Appendix B
Behaviour Logging Sheet

Name [   ]   Week Beginning [   ]

	Lessons	Playtime	Lessons	Lunchtime	Lessons
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Appendix C
Log of individual pupil behaviours (Teacher Use)

Child's Name [   ]   Date started [   ]   Sheet No. [   ]

Date & Time	A – Antecedents What was happening prior to the displayed behaviours?	B – Behaviours What did the behaviours look like?	C – Consequences What were the outcomes of the behaviours?	D – Decisions What needs to change to improve the behaviours?

Appendix D: Behaviour Incident Report Form

Girton Glebe Primary School

Date & Time of Incident   _____

Victims Name:		Perpetrators Name:	
Year Group/age		Year Group/age	
Outside person(s) inc. Parents/carers		Outside person(s) inc. Parents/carers	
Teaching Staff		Outside person(s) inc. Parents/carers	
Support Staff		Support Staff	
Unknown		Unknown	

Nature of incident (*tick any that apply):*

Disruptive behaviour		Refusal	
Offensive comments and language		Ridicule/ostracism	
Provocative behaviour		Verbal abuse and threats	
Offensive graffiti		Physical assault	
Written abuse		Damage to property	
Possession/distribution of offensive material		Other	

Details of incident: (*if necessary*)

Restorative Conversation		Moved to red		Missed break time	

To be completed by designated member of staff

Action taken: (*continue on separate sheet and attach if necessary*)

Have parent(s)/carer(s) of victim been informed?   YES   NO

Have parent(s)/carer(s) of perpetrator been informed?   YES   NO

Perpetrator's ethnic origin (including traveller or refugee)
_____

Victim's ethnic origin (including traveller or refugee)
_____

Record completed by: _____

Signature of Head Teacher _____ Date:_____