



Shaftesbury Park Primary School



Promoting Positive Behaviour Policy

United Nations Rights of the Child

Article 12: Children have the right to say what they think should happen, and have their opinions listened to

Article 28: Discipline should respect a child's dignity

Rationale:

At Shaftesbury Park, we believe that positive behaviour is fundamental to a successful teaching and learning environment. Every child and staff member has the right to work in an atmosphere free from unnecessary disruption.

Our Aims:

At Shaftesbury Park Primary School, we want the children in our care to feel safe, in a supportive learning environment. We aim to teach the children life skills as part of the expected curriculum requirements, such as good morals, values, attitudes and beliefs. The children, under our guidance, should leave school being able to make good choices for themselves, so that they succeed and thrive personally, socially, academically and economically, in the future.

The staff and governors of Shaftesbury Park Primary School firmly believe that in order to behave well children need encouragement, excitement, engagement and positive examples.

We will do this by:

- Creating a learning environment which provides a broad and balanced curriculum which is exciting and challenging.
- Creating mutually respectful relationships, ensuring that the voice of everyone is listened to thus promoting self-esteem.
- Defining and reinforcing acceptable standards of behaviour and ensuring the school's expectations of behaviour and implementation of strategies are consistently applied across the school.

Government Aims:

The Department for Education stated in July 2011 that:

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;*
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;*
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;*
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and*
- that every teacher will be good at managing and improving children's behaviour.*

Ensuring good behaviour in Schools DfE 00059-2011

Our positive behaviour policy aims to ensure that all of the Government's expectations, in addition to the expectations of all members of our school community are met.

This policy is a review of our previous policy and has been formulated after discussion with children, support staff, teachers and other adults within the school.

Who is responsible for this policy?

The Governing Body is responsible for the main principles of the policy. Shaftesbury Park Primary School's Behaviour Policy should be published annually for staff, parents and children, by the Head Teacher, who is also responsible for developing the policy. The Head Teacher is responsible for excluding pupils for a fixed term period or permanently. Governors will be informed of exclusions at the next Governors Meeting, without details being given, in case of any appeals. The Chair of Governors is notified of exclusions. Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, according to the school's behaviour policy. Parents are responsible for supporting the school's behaviour policy and will sign a Home/School Agreement, containing the school/class rules and their responsibilities.

Principles

The whole staff at Shaftesbury Park Primary School are involved in delivering the behavioural policy and fostering a positive approach to behaviour management throughout the school. Whatever the challenges facing children at our school there will always be times when we catch them being good or working well. We have an emphasis on praise and rewards where children are encouraged to take on responsibility for their own behaviour. Our School Charter sets out the expectations we have for pupils and pupils have for themselves. Not only does it

reflect our ethos of positive behaviour reinforcement, but it is written in line with UNICEF's Respecting Rights and Responsibilities. These were decided upon in 2012 by the School Council after consultation with classes.

Our School Charter for Pupils

Rights	Responsibilities
We all have the right to have a good education	We all have the responsibility to try our best in our learning
We have the right to develop our individuality and talents	We have the responsibility to value and respect all cultures, religions and languages
We all have the right to be safe and happy	We have the responsibility to behave positively towards all members of the school
We all have the right to give our opinions	We have the responsibility to listen to all adults and the opinions of others
We all have the right to have good friends	We have the responsibility to talk to them in the right way

In addition, to the School Charter we also have class charters which reflect the needs of the cohort and these are clearly on display and referred to in every classroom. Staff will regularly talk to pupils about school expectations, rewards, sanctions and our behaviour policy, at the start of each half term and whenever an issue should arise where this is necessary.

Our School Staff Code of Behaviour

We recognise that it is the responsibility of everybody working in the school to:

1. Help create a calm, caring atmosphere and show respect for everyone else, both adults and children.
2. Care for the environment by helping to keep the school clean and tidy and show respect for all areas of the school.
3. Demonstrate by their own behaviour the principles of our inclusion policies.
4. Recognise that to be seen to ignore inappropriate behaviour is to be seen to condone it.
5. Give or accept an apology in a graceful, genuine and polite manner.
6. Know and respect the school code of behaviour and ensure that the school rules are respected.
7. Try to understand the reasons and causes behind bad behaviour.

The requirements outlined above are necessary, as we are a community and as such we are most successful when working as a result of shared respect, trust and understanding which is constantly worked toward by all concerned.

Encouraging positive behaviour

We believe that all children build self esteem through recognition and rewards and such recognition may lead to improved behaviour through raised self esteem. We emphasise the use of positive language and modelling positive behaviour within our school, and children will regularly be praised using verbal and non-verbal (i.e. thumbs up) cues as well as gaining a variety of rewards.

Rewards include:

- **Behaviour chart:** FS classes use the 'happy and sad side'. All KS1/2 classes use our school behaviour ladder. All children start in the middle of ladder and will move up or down in response to their behaviour in the class that day (a longer time period in KS1). This allows all children to have a visual concept of how their behaviour is being perceived and for children who consistently behave well to gain the recognition they deserve. *Children who reach the star level of the behaviour chart most in a term are able to wear their own clothes on the last day of each term so that the whole school can recognise and celebrate their achievements.*
- **Praise assembly:** Two children are put forward for their KS 'praise assembly' from each class each week. Teachers record who is nominated so that no children are overlooked. We believe that it is important that all children receive public recognition for their achievements so it is vital that all teachers keep an accurate record of nominated children through our specific proformas.
- **Class specific rewards:** All teachers have their own systems of rewarding excellent behaviour, for example a class may work together on a target of listening well, and the teacher will acknowledge this through various rewards.
- **Certificates/ Stickers:** All teachers have their own class certificates which are given out during the week. All children should be given at least one teacher certificate by the end of each term. There are also assistant headteacher, deputy headteacher and head teacher certificates for children who have done something exceptional (behaviour or work) relative to their usual experiences in school. Lunchtime and playtime certificates can be collected from the school office when nominated to receive one. We use a variety of stickers, including personalised Shaftesbury Park stickers to encourage children to display their fantastic effort and behaviour to the whole school.
- **Annual Prize-Giving ceremony:** Teachers nominate pupils for effort and achievement in subjects as well as behaviour at the end of each year for our annual event which takes place in front of the whole school.
- **Responsibilities:** Children are given roles and responsibilities in the class and school in response to good behaviour. For example, two children at each assembly take the role of being 'spotters', where they are given stickers to reward to children who are behaving well throughout the assembly.

Promoting positive behaviour through our curriculum:

We are a school with a supportive ethos and our curriculum is underpinned by SEAL in order to provide for children's emotional needs within the school setting. Through regular use of SEAL (Social and Emotional Aspects of Learning) sessions and circle time across the school, we ensure that children can express themselves in a safe environment.

Promoting positive behaviour through Pupil Voice

We also promote 'pupil voice' and support the school council in encouraging this. We promote 'stop, think and do', friendship stops, friendship buddies, peer mentors and stair monitors as examples of 'pupil voice'

Dealing with negative behaviour

Sanctions are necessary to ensure that unacceptable behaviour does not affect our pupils' right to be safe and to learn while in school. All staff must follow an agreed sequence to ensure that there is consistency and fairness across all classes.

Sanctions include:

- **Behaviour ladder:** as well as moving up the ladder for positive behaviour and effort, children may also be moved down the line for negative behaviour. When moving down the ladder, there is a 1st warning and 2nd warning rung, before moving to time out.
- **Time out:** Each classroom must have a designated timeout area; KS2 should where possible have a table. This is a space away from the class with some thinking prompts. Children need to be allocated time out in class in line with the school's behaviour chart. If behaviour persists children may be sent to time out in their parallel class. In such cases children should be provided with work to do. If a child needs to be sent out again they must be sent to the Phase Leader.
- **Missed playtime/ lunchtime:** Persistent negative behaviour or time out may lead to missing a section of a child's playtime or lunchtime. This may also be used as a consequence for more serious behaviour, particularly if the behaviour occurred at play/ lunchtime. Missed playtime is supervised by the Teaching Assistants, and if a Phase Leader decides that a child will miss some of their lunchtime, this will be spent with a member of the leadership, where there will be an opportunity to discuss the behaviour.
- **Internal/ external exclusion:** In response to very serious incidences, we may use a strategy of removal from a given class or group for a period of time. In extreme cases this may be a fixed term external exclusion from school.
- **Reflection sheets:** we log behavioural incidences with reflection sheets to enable to monitor events which happen across KS1/2 on our SIMs system and filed. These sheets allow the child who has behaved in an inappropriate way to reflect on their behaviour or to record the context surrounding an incident before sanctions are formalised. (***see appendix _ for further details**)
- **Individual behaviour chart** in response to certain behaviours or concerns, a pupil may be given a 'weekly behaviour chart'. The child will work with the class teacher and Learning Mentor/s to set behavioural targets for the week,

which they will receive immediate feedback on. Parents will be informed that this will be happening in school and it will be shared with parents.

Unacceptable behaviour bands *(see appendices for further details about the types of behaviour classified under these bands in each Key Stage)*

Level 1 'low level': misbehaviour that can effectively be dealt with within a classroom by the teacher

Level 2 'higher level': behaviour that requires a consequence or more direct response because of frequency or intensity. The class teacher may involve parents/ carers and other staff.

Level 3 'serious': Serious misbehaviour or persistent level 2 misbehaviour. Formal involvement from the leadership team and parents/ carers. Additionally, Inclusion Specialist and Education Welfare Officer and/ or other outside agencies may be involved.

Level 4 'urgent': High level of unacceptable behaviour incidents which may require immediate removal from the classroom and will be referred immediately to Headteacher or Senior Leader in charge of the school when the incident occurs.

Monitoring negative behaviour

Our parent worker logs any reflection sheets on to our school system so that the leadership team can analyse incidences and any issues in the school. Our learning mentors discuss any behavioural issues in each Key Stage with the Phase Leader for that area of the school and time is available on their weekly timetables to allow them to follow up incidences with children involved, in addition to the class teacher discussing the issue with the child.

Some children may require additional behaviour monitoring to help manage their behaviour. If a decision is made to put a child on a weekly 'individual behavioural chart' by the class teacher and phase leader/ senior leader, the Learning Mentor will work with the child and teacher to decide on appropriate behavioural targets for the week. This chart will be completed by the adult working with the child for each day (usually a class teacher) and the LM will check in with the child several times a day to see how the chart is progressing. At the end of each day the child will share their chart with the phase leader / senior leader, and they will have an opportunity to discuss their day; what went well and any areas to focus on for the next day. The chart may be used at playtime/ lunchtime or just for class sessions, depending on the issues involved.

Class teachers should keep notes of any incidences which occur and the outcomes of these in their class files. If deemed necessary, they may make more detailed notes on the behaviour of an individual child in order to identify issues/ triggers and patterns of behaviour and these may be shared with the leadership team.

The child's parent/ carer will be informed and be provided with a copy of the completed weekly chart.

Other issues to consider when dealing with negative behaviour

Children with Behavioural difficulties

Children with behavioural, social and/or emotional difficulties, after discussion with their parents, will be placed on the school SEN profile and will have behavioural targets as part of their provision map and will access a range of support both in class, in the playground and withdrawal support groups. If concerns over behaviour continue or do not improve with the strategies in place, the SENCo will meet with the parents and class teacher to discuss possible referral to an outside agency such as the B&LSS (Behaviour & Learning Support Service), EPS (Educational Psychology Service) or CAMHS (Child & Adolescent Mental Health) to seek more specific support.

Pastoral Support:

The school will provide pastoral support through our Learning Mentors, Parent Worker, class teachers, SENCo, Teaching Assistants and the Headteacher. We also have Place2Be service on-site which can be accessed, as well as a variety of outside agencies who work with children in the school. We will always aim to work closely with parents to ensure that they are also supported and kept informed of support in school. We ask parents to keep us informed of circumstances that may cause children to be upset or affect their performance at school. Appropriate confidentiality is maintained at all time.

Use of Reasonable Force:

According to the Government: All school staff have 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. DfE-00059-2011

However, at Shaftesbury Park Primary School, the above should only take place in extreme circumstances. The Head Teacher, a member of the Senior Management Team or another member of teaching staff must be contacted to remove children from a situation, when they are threatening danger to themselves or others or causing serious damage to property. However, if it is deemed necessary to keep other children and adults safe then the child should be removed, immediately, using techniques advised in Positive Handling Training.

Managing challenging behaviour.

Lesson times

There are occasions when children's anxiety and frustration levels reach a point where they find it difficult to listen to instructions. This sometimes leads to defiance and unsafe behaviour. It will be helpful if we are consistent in the following when dealing with what can be an extremely challenging situation:

- All such children should have a clear visual timetable with learning breaks if necessary.

- If a child refuses to follow your instruction but is not behaving in an unsafe way then leave them and try and engage with them at a later point. If a sanction is necessary this must be followed through when they are calm even if it means it will happen the next day.
- If a child is behaving in an unsafe way and are a danger to themselves and other children, they may need to be restrained as a last resort. Jobe and Belinda have been trained to do this and will need to be called. A member of the SLT will also need to be called.
- Whenever possible it is best practice to remove the rest of the children from the area and not the distressed child.
- Once the child is calm they will be removed from the class for the rest of the session. They should have work to complete. They should also reflect on how their behaviour has disrupted a calm working environment.

Lunchtimes.

- If a child refuses to do as they are told, every opportunity should be given for them to do so using a range of strategies, even if it means you wait a while before you address the matter again. All such incidents should be reported to Christine.
- Christine will then request further support if necessary. In such instances the first port of call will be Julia then Andy and then last port of call Bunmi.
- If SLT have been called, the child will be asked to leave the lunch service. If the child refuses to go but is playing safely then the child will be spoken to as soon as they are calm enough to listen. The appropriate sanction will be carried out even if this means this will happen the following day.

Exclusion and Very Serious Incidents

There may be occasions when the positive behaviour systems detailed here do not work for some reason, or when an incident may be so serious that further action needs to be taken.

In these cases consideration and arrangements will be made to find alternative methods for dealing with a child's behaviour. This may be alternative schooling for a child (a managed move), our exclusions policy may be followed or relevant Local Authority involvement requested. All relevant Local Authority policies for these decisions will then be followed.

The decision to exclude (DCSF Guidance Part 2 Section 13) is exercisable only by the head teacher or in the absence of the head teacher, the acting head teacher and can be for fixed periods or permanently. For fixed period exclusions it should be for the shortest time necessary.

Permanent exclusion is normally the final step in a process of dealing with disciplinary issues. Permanent exclusions can also be for one-off offences. Parents/carers have the right to appeal against exclusion - details of this process can be found in (DCSF Guidance Part 2 Section 13).

Monitoring of the Policy:

The Head Teacher monitors the effectiveness of this policy on a regular basis. She has delegated the Deputy Head Teacher to report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in a log as well as positive behaviour records.

Reflection sheets are recorded and monitored to ensure that children are adhering to the behaviour policy. The Learning mentors meet with the parent worker and phase leaders regularly to ensure that any issues are being followed up on. Mid-day supervisors inform teachers on handover of any incident from lunchtime.

The Deputy Head Teacher/ Phase leaders records those incidents where a child is sent to them on account of unacceptable or challenging behaviour in an incident book which is kept by the member of SLT

The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Additional points

Bullying:

Shaftesbury Park Primary School is committed to tackling bullying school and a separate policy is available which is shared with children and parents. Parents can send their children to Shaftesbury Park in full confidence that any incidences of bullying will be fully investigated and dealt with promptly.

Lunchtime / Breaktime behaviour:

At Lunchtime/Breaktime our school rules apply. We have a special 'lunchtime charter' which is on display in our dining hall. The Senior Meals Supervisor oversees the behaviour of children at lunchtime.

Behaviour on school visits and trips.

Class teachers should use the same language and systems when out of the building on school trips. Negative behaviour out of school will be dealt with in the same way as within school (this may mean that the consequence happens when back in the school).

Extended school day

Children attending breakfast and after school club are expected to follow the same procedures as they adopt during the school day and stages of consequences are relevant to their age. We do, however, recognise that the dynamics of these clubs are different to the school day and that early mornings and later evenings can be challenging for children. For this reason we keep a separate log of incidents and adopt different consequences to poor behaviour. These consequences include

'time out' at the reception desk and parents/carers being informed of behaviour. In the most serious cases this could mean temporary or permanent exclusion from this service.

Reviewed: September 2017

Reviewed by: SLT, Staff and Governors

Next review due: September 2018

Appendices

1. Our School Charter
2. Our lunchtime Charter
3. Negative Behaviour Consequences
4. Positive Behaviour Consequences
5. A stepped approach to consequences in Foundation Stage
6. A stepped approach to consequences in Key Stage 1
7. A stepped approach to consequences in Key Stage 2
8. Reflection sheets information
9. Reflection sheet Key Stage 1
10. Reflection sheet Key Stage 2
11. Record of behaviour
12. Class record sheet for positive behaviour
13. Class record sheet for negative behaviour
14. Weekly behaviour chart
15. General school rules