



Knowing children as individuals

Ide Primary School Positive Behaviour Management Policy

Committee:	FGB
Staff consultation:	September 2018
Ratified by governors:	November 2018
Review dates:	November 2019

This policy is shared with all members of staff, supply teachers and students working on placement at our school as well as volunteers. Staff review the policy annually to ensure it remains current and fit for purpose. In order for good behaviour to be maintained it is important that **all members of staff, whatever their role, consistently implement the policy.**

Rationale

We wish to ensure that children attending our school have clear guidelines for behaviour which will teach them to become considerate and self disciplined citizens. They need to understand that rules are devised for the good of communities and in order to nurture respect for others, for property and the environment. We wish to develop children's understanding of the ways in which their behaviour, as children and then as adults, has an impact on the world around them.

We work hard to ensure that our Ide Primary School rules and sanctions are devised for the good of our school community, and provide a platform for effective learning; that they are used consistently across the school and that they are applied fairly, proportionately and equitably, taking into account SEN needs and disabilities and the challenges some vulnerable pupils may face. It is important that this policy reflects the rights that children, staff and parents have to enjoy a safe and productive learning environment.

Expectations

We, the staff, have high expectations of behaviour for all, and we know that excellent behaviour comes as a result of caring and meaningful relationships between staff and pupils. We are committed to modelling, supporting and developing appropriate behaviours during the children's time in the school. We acknowledge that vulnerable and young children will need support and consistency from all staff to enable them to learn to express their needs and feelings in appropriate ways as this sets the tone for lifelong learners. Our high expectations apply on educational visits and when attending other venues with or on behalf of the school.

Aims

- To promote a caring and co-operative ethos for effective teaching and learning.
- To ensure that a productive and safe learning environment will be maintained at all times.
- To display our Golden Rules and to regularly bring them to the children's attention.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures.
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes.
- To create a happy and safe environment for children and adults.
- To keep parents informed of the policy, and its principles and procedures for rewards and sanctions.
- To support children whose behaviour gives repeated cause for concern
- To develop an understanding of the ways in which our behaviour has an impact on our families, friendships, workplaces and society as a whole.



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We recognise that children will need time, space and support to enable them to have awareness of boundaries set and of behavioural expectations in the setting. We follow a 'positive assertive discipline' approach where children are given time to follow instructions and modify their behaviour. (See 'procedure' attached). All staff have discussed and identified strategies and techniques to enable the children to learn to do this.

All new children will be given time to become familiar with their new surroundings and our expectations of behaviour in line with the Ide Golden Rules.

We recognise that some children will need additional support in order to learn and develop an understanding of appropriate behaviour. This may involve working with parents or outside agencies.

Promoting Good Behaviour

We aim to be pro-active in our approach to behaviour education and management by adopting a variety of positive strategies. We recognise that positive behaviour reinforcement and recognising children's achievements socially as well as academically, is the most effective form of behaviour management. We seek opportunities to praise good behaviour and achievements, with individual pupils, classes and as a whole school. Once a week we have a whole School 'Celebration' Assembly which gives a wider view of children's achievements.

We seek to provide an exciting curriculum delivered by high quality teaching that engages children's interest, presents challenge and takes account of differing modes of learning, thereby reducing the possibility of inappropriate behaviour. Every class learns PSHE regularly based on progressive skills which are appropriate to the age of the pupils. Teachers spend time discussing and modelling appropriate behaviour with the children and this is linked to PSHE and the school's Golden Rules. We recognise that parents have a very large role to play in promoting good behaviour and encourage all parents to support the behaviour section of our home/school agreement.

We promote good behaviour through the use of:

- A set of positive rules (Ide Golden Rules)
- Knowing children as individuals
- Our Reward System
- Positive Playtimes
- Our Anti-Bullying Policy

Ide Golden Rules

- We will be kind, caring and helpful
- We will respect others
- We will be in the right place at the right time doing the right thing
- We will always try our best in everything we do
- We will think before we act
- We will be polite to everyone
- We will be problem solvers
- We will follow instructions from all adults
- We will be proud of ourselves and our school

Each area in the school has a fixed wall display that shows the agreed rules and behaviours we are working on; staff reference these with the children on a daily basis.

Knowing Children as Individuals

We aim to recognise children as individuals and acknowledge their feelings so that they have no need of inappropriate attention seeking behaviour.

Our Reward System

Children are rewarded with house points for following the Ide Golden Rules or for excellent work. Any adult in school can reward a child at any time and are actively encouraged to do so. All rewards are given in line with our

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rewards system and celebrated collectively through our celebration assemblies. Each housepoint will be recorded by teachers through 'Class Dojo' and children will receive a token to place in our collective house point cylinders to contribute towards overall house rewards. When children have achieved a certain number of housepoints, they will be awarded a bronze, silver or gold head teachers certificate and badge respectively. Staff can also nominate children for a Head teacher's Award for outstanding behaviour or work. Each class may have additional rewards to work on a specific issue for that class e.g. showing respect, lining up for assembly.

Positive Playtimes

We try to encourage positive play times and lunchtimes by providing a good supply of play equipment and other resources. We also work with a group of children who become either play leaders, lunchtime helpers or Bronze Ambassadors so that they can support mealtime assistants with directing the children to stimulating activities.

Anti-Bullying Policy

The school takes measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour by using, amongst others, preventative strategies that actively develop pupils' social, emotional and behavioural skills.

The Anti- Bullying policy is understood by all staff and is used in conjunction with this policy.

Managing Inappropriate Behaviour

Clear strategies are in place for dealing with behaviour that is inappropriate. See **PROCEDURES and PROCESS** in Appendix.

Behaviour Monitoring

The class teachers are principally responsible for the day-to-day management of the behaviour of children in their class and **all** staff have a collective responsibility for behaviour outside the classroom. They should act in accordance with the agreed procedures at all times.

Knowing children as individuals, all staff seek to be aware of the potential reasons why a child may be displaying negative behaviour. At staff meetings there is a regular agenda item for pastoral issues, when staff discuss matters of behaviour and its management as well as sharing information where appropriate about key children to be aware of. We know that the identifying the underlying cause is key to managing behaviour- "a difficult child may be a child in difficulty". Staff will be particularly aware of children who display a change in behaviour, who suddenly become withdrawn, disruptive, aggressive or anti-social or who display other behaviours that give cause for concern. They may also find instances where poor behaviour appears to be incompetent (non-deliberate) as opposed to non-compliant (deliberate). When these situations arise they are dealt with appropriately and referred to the Headteacher and the SENCo, who assess the situation, consider the best strategies for helping the child and may consult with parents and other agencies.

Recording Behaviour

It is the duty of each member of staff to record behaviour incidents on CPOMS. Where possible, these should be reported by the staff member who was most directly involved with the incident. Behaviour concerns are reported factually. Any actions relating to a behaviour concern are linked to the initial report. Behaviour incidents are monitored by the Headteacher, deputy Headteacher and SENCO on an ongoing basis and reported on termly to governors by the Headteacher in the Headteacher's Report.

Follow up

Following any incident of inappropriate behaviour, there will always be a follow up discussion between the child/ children and the class teacher.

Further Behavioural Support

Children whose behaviour is repeatedly a cause for concern have their case discussed with parents, the head teacher, relevant staff, and the school SENCo; and possibly outside agencies will also become involved .

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This may result in them being identified as having Additional Behavioural Needs and Behaviour Care Plan (BCP) will be developed for them.

The school policy still applies to them, but the sanctions/strategies employed will be in accordance with their BCP. Information regarding these children and their BCP is shared with all appropriate staff. A hard copy of the BCP is kept by the class teacher.

BCPs are the subject of regular termly reviews with the child, parents, class teacher, head teacher and SENCo.

Exclusions

In cases of persistent or extremely anti-social or disruptive behaviour, exclusion will take place. This will always be logged by the school and discussed with parents. There are different levels of exclusion:

1. **Internal Exclusion:** a child will be internally excluded if they are aggressive towards another child without provocation including fighting. This takes place for a lesson/day as deemed appropriate by the Headteacher or Deputy Headteacher. An internal exclusion means that a child will be taught within school but away from other children. It also means that playtimes/lunchtimes will be spent away from other children. A child will be supervised by an adult at all stages of internal exclusion. Parents will be notified of an internal exclusion. If a child has a pattern of internal exclusion the school will seek additional support from outside agencies and will write an IBP for that child.
2. **Fixed Term Exclusion:** this is used for continuous disruptive behaviour over a period of time or a one-off incident which is considered dangerous, including level 3 behaviours such as deliberately physically hurting and attacking another child without provocation, or completely inappropriate (see Devon County Council notes of guidance). The maximum period of fixed - term exclusion is 45 days per year. It must also be reported to the Area Education Office and the Chair of Governors, and parents have a right of appeal to the governing body.
3. **Permanent Exclusion:** this is only used in extreme cases after other forms of intervention may have failed to solve problems of behaviour with a child. At each stage of the process parents, behaviour support and the SENCo will be informed and we will work together to support the child, family and the school. This must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the governing body.

This document should be viewed in conjunction with the following policies:

Anti-bullying,
SEND
Safeguarding

PROCEDURES

As a member of staff at Ide you are expected to follow this policy and approach.

Reporting of Behaviour

Everyone has a duty to report level 2 or 3 behaviour incidents or persistent level 1 behaviours on CPOMs. If you do not have access to CPOMs, please see the Headteacher, who will provide you with a behaviour log form to complete. Incidents should be recorded whether they happened in lessons, at play or lunch time, or outside the school day. This will help to build a full and accurate picture. Persistent and ongoing level 2 behaviour will lead to internal exclusion as we have a duty of care to all children to provide a safe and productive learning environment.

Levels of behaviour

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Through staff discussion it has been agreed that there are 3 levels to behaviour in the school - low, mid and high. You will need to use your discretion when deciding at which point unacceptable behaviour becomes level 1, 2, or 3.

Level 1:

Behaviours that can be managed effectively within a classroom environment by teacher

Level 1	
Low level behaviours	Suggested response
Calling or shouting out Ignoring instruction or warning Refusal to work Out of seat Running in school Lack of manners Squabbling, teasing Queue jumping Answering back Pushing or pulling, rough play but not aggressive.	Non-verbal signals to remind of good behaviour choices. Describe the expected behaviour. Praise those doing as expected, and give child time to respond and make a good choice. Be proactive and use knowledge of child to pre-empt situations. Intervene with distraction if you feel things are heading towards a level 2. Use tactical ignoring or direct attention away from the child to give them a chance to self-correct in a set period of time. Catch children 'being good'. Never under estimate the power of positive reinforcement when things are going well. Offer choices to give responsibility and ownership of behaviour to the pupil. Refer back to our Golden Rules.

Process for level 1 behaviour:

After a warning ask the child firstly to,

1. Move to a different space in the class (or playground, by adult, at playtime or lunchtime) to reflect on their behaviour. This is to give children chance to reflect on their behaviour and remove them from the situation. On return if there is a repeat of behaviour continue as follows.
2. Move to a different space in another class. The length of time out needs to be age/need appropriate and should be the minimum necessary to have an impact on the child. On return, if there is a repeat of behaviour continue as follows.
3. Send to deputy headteacher. On return if there is a repeat of behaviour continue as follows.
4. Send to Head teacher

For steps 3 or 4, the behaviour should be logged on CPOMs.

Level 2:

More serious behaviour that is not so easily managed within a classroom environment such as defiance, arguing back, constant disruption to learning

Level 2	
Medium level behaviours	Suggested response



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<p>Aggressively bumping or pushing other children following an escalation of rough play. Damage to property Arguing back Defiance Running off Swearing Continuous level 1 behaviours</p>	<p>Keep using level 1 responses. Give a warning and offer the child the chance of 'making the right choice'. Inform the child of the possible and follow through if needed. Sanctions should be manageable. You may simply ask them to correct their actions and apologise, depending on the pupil and the behaviour.</p>
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The process for Level 2 behaviour is as for level 1, however there will be an expectation that the child takes responsibility for and addresses the behaviour as deemed appropriate by the adult.

We recognise that some children may need time to calm down before adults can talk through their behaviour with them. All staff know that they may need to give children time and space to reflect on their actions before following up the consequences of their behaviour. Staff must however make it clear that the child understands that discussion will take place once they have calmed down. It is at the adult's discretion where and when this takes place.

Level 3:

Very serious behaviour or persistent level two behaviour such as dangerous and aggressive behaviour: Formal involvement of the head teacher and parent and SENCO, additionally the EWO and/or other agencies may also be necessary. This may lead to exclusion.

Level 3	
High level behaviours	Suggested response
<p>Physical violence - kicking, punching, biting etc Personally abusive bad language Running off - escaping or absconding Dangerous behaviour Aggressively bumping or pushing adults. Putting themselves or others at risk Continuous level 2 behaviours</p>	<p>Keep using level 1 and 2 responses, where appropriate. Calmly ask the child to stop. Observe, give space, keep distance of yourself and other children. Send another adult or a child for help if needed.</p> <p>Physically intervene if this is the only way of ensuring safety of the child or others.</p>

Process for level 3 behaviour:

1. Ensure the safety of children by asking the child to remove themselves from the situation to a safe place.
2. Remove the other children to the hall or back to the classroom if required.
3. Call another member of staff for support.
4. All children displaying level 3 behaviours will have a reflection conversation with the Headteacher or deputy Headteacher. This should take place on the day of the incident/s wherever possible. The pupil will be expected to reflect on the behaviour shown and make a plan for improvement. This will be shared with the parent.
5. All level 3 behaviours must be logged on CPOMs.



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6. If a child leaves the site, **do not follow them**. Let them know that you will be contacting the police and their parents and do so immediately.
7. Physically intervening is a last resort to keep others safe and will be done in accordance with latest government guidelines. Regular training in safe handling will be undertaken by a number of school staff and, wherever possible, these members of staff should be called on to move children if needed. These will be detailed on the behaviour policy from January 2019.

Process at lunchtimes:

After a warning ask the child firstly to,

- 1) Stand with the staff member on duty for a fixed period of time.
- 2) If behaviour is level 3, send pupil to Headteacher or deputy Headteacher/nominated Teacher in the Headteacher's absence.
- 3) Record the incident on CPOMs as soon as possible.

The process

(agreed approach to dealing with inappropriate behaviour)

Where a child doesn't comply with an instruction staff must follow this process (remember to refer to The Golden Rules)

Give instruction - e.g. you need sit on the carpet

Repeat instruction - child's name I have asked you to sit on the carpet - you need to make the right choice

Give cueing in time - praise children complying and repeat instruction and praise children that are doing it in line with the reward system. 'I need you to...'

Explain the sanction - tell child by refusing to do this you are choosing to have timeout. 'If you don't you will...'
;'You are choosing to ...'

Repeat instruction - if child doesn't comply set up time out - chair other space. 'I am putting you here because...' 'I want you to think about...' (link to the Golden Rules)

Developing empathy: on returning to the child staff to talk through the incident, explaining what was unacceptable about their behaviour. 'I didn't like it when you...' 'It makes me feel...'

Agree on resolution - what do we need to do now, who should we apologise to?

Apology - children to say sorry for/to injured parties