

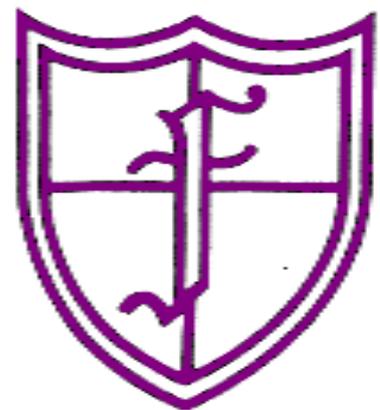


PORTICO
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Positive Behaviour Policy

Date Written/Reviewed: February 2020
Next Review Date: July 2022
Person Responsible: Gary Telling



Signature of Principal: _____

Date: _____

Friars Primary School and Nursery recognise that all pupils have the right to learn in a calm, supportive and stimulating environment, that supports them to achieve their full potential. The aim of this policy is to enable all pupils, regardless of their race, religion, beliefs, gender, special educational needs or disability, to develop an understanding of both positive and negative behaviour choices. This is achieved within the context of a nurturing school ethos where all staff understand that behaviour is a form of communication.

This policy has been written in conjunction with staff, pupils, parents and governors and is to be used in conjunction with our Anti-Bullying Policy, Positive Handling Policy, Home School Agreement and takes into account our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Our Aims

We aim to promote positive behaviour through a combination of quality first teaching, relationship based discipline and a nurturing environment. Our school offers pupils a safe, containing environment where staff understand the importance of developing pupil's self-esteem. Activities are planned and delivered to take into account each individual child's developmental stage, transitions are carefully supported and planned for and staff use empathic language as a means of supporting pupils communicate their feelings.

With this in mind, at Friars we strive to:

- Uphold a high standard of behaviour through a process of positive praise and consistent and predictable boundaries and relationship based discipline.
- Create a culture where all members of our community can learn and grow into respectful individuals who value the differences and diversity of others.
- Teach pupil's how to report bullying and train staff to notice signs of bullying.
- Encourage an ethos where both staff and pupils demonstrate and expect courteous behaviour and appropriate conduct at all times.
- Through a varied curriculum, pupil's self- esteem is raised and they are taught self-discipline, co-operation and tolerance.
- Pupils learn to be accountable for their own behaviour choices and comprehend that any chosen behaviour results in positive or negative outcomes.
- All of our staff share a positive approach to behaviour management and the emphasis is placed on rewards, to reinforce and make examples of good behaviour at all times.
- Staff, pupils and parents will have an understanding of the rewards and consequences in place.
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing a relationship based on mutual trust.

Our Values:

At Friars Primary School and Nursery, we promote shared values and strive for all members of our community to:

- try their best
- be safe
- listen carefully and follow instructions
- be polite
- show respect to others

Approaches to Positive Behaviour Management

The Senior Leadership Team will provide a supportive environment for both staff and children, which will promote positive behaviour towards learning and all members of the school community. They will ensure everyone in the community is aware of the systems in place and shall continuously evaluate their effectiveness.

The Curriculum and Learning

Friars aims to provide a stimulating and motivating curriculum that involves pupils in their learning and aims to meet the needs and interests of all learners. We believe that Quality First Teaching will support teachers to minimise negative behaviour in their classrooms.

An appropriately structured curriculum which offers stimulating, meaningful and effective learning contribute to good behaviour. Teachers plan for the needs of individual pupils, actively involve pupils in their own learning, and provide structured feedback to raise self-esteem and motivation.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

All lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of the children. Work should be pitched correctly,

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Across the school we model, demonstrate and promote positive ways of managing our feelings via structured PHSE/circle time curriculum. These sessions create a safe environment for pupils to learn and develop self-management, empathy, critical thinking, communication, resilience, team work and negotiation skills.

The Whole School Environment

All staff take an active role in promoting and implementing the policy and ethos consistently throughout the school.

Staff use an electronic logging system to monitor behaviour throughout the school and uphold the behavioural expectations to high standard.

All incidents of poor behaviour will be dealt with in line with the agreed consequence system. Staff will ensure that all consequences are applied fairly and consistently.

Staff support pupils to use self-appraisal with regard to their behaviour choices, thus encouraging them to reflect on their choices and be accountable for their own behaviour.

Classroom Management

Quality first teaching and behaviour management is developed to support pupils to make both academic progress and acquire the skills to express their behaviour and feelings in an appropriate way.

Positive relationships between staff and children are encouraged with emphasis placed on positive language and reinforcement rather than the use of sanctions. Staff will highlight expected behaviour through the use of proximity praise and rewards for positive learning behaviour.

The classroom environment provides clear messages to the children regarding the class rules and codes of conduct. At the beginning of each year class values and rules will be devised by each class through discussion and negotiation. The class values and rules are displayed in classrooms and referred to regularly.

A recognised hierarchy of rewards and consequences which are consistently applied across the school and pupils will have a distinct understanding of acceptable behaviour.

Classrooms are organised to develop independence and personal initiative. Resources are arranged to aid accessibility and reduce disruption. Furniture is arranged to provide an environment conducive to on-task behaviour.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Visual timetables are displayed in each class so that all children know what is happening when, supporting those learners who find change difficult and require reassurance.

Playground Behaviour

At break and lunch times pupils are expected to demonstrate safe and kind behaviour to others. Learning Support Assistants (LSA's) carry stickers and Fantasticos to reward positive behaviour and create a positive ethos in the dining hall and play areas.

Playground Leaders refer incidents to class teachers and LSA's. Minor incidents are dealt with as they occur by a trained LSA using Restorative Practice techniques; LSA's use the behaviour logging system to record all playground incidents and inform the class teacher at the end of the session.

Incidents of a more serious nature are referred to SLT or Inclusion Team in the first instance who will then inform both the class teacher and LSA. Cases of extreme behaviour are dealt with by a member of the SEN and Inclusion Team or SLT immediately. Racist incidents are dealt with by SLT.

Pupils who find it challenging to play on the playground may spend time in lunch time or break time clubs enabling them to develop their social skills and deal with any difficulties quickly and effectively.

Behaviour on the Playground

Stage	Behaviour	Consequence
1	<ul style="list-style-type: none"> • Squabbling/disagreements. • Name calling/ unkind words. • Negative language. • Not following playground rules. 	Verbal warning. Reminder of playground / school rules. Restorative practice.
2	<ul style="list-style-type: none"> • Rough play. • Snatching equipment. • Repeated unkind words/ name calling. • Repeated negative language. • Refusal to follow instructions. 	5-minute time out. Restorative practice. Redirect to an alternative activity or area. Class teacher informed. Parent informed by class teacher.
3	<ul style="list-style-type: none"> • Persistent refusal to follow instructions. • Play fighting. • Hurting peers (minor) during play activities i.e. football. 	Taken to Inclusion team or SLT. Parent meeting with Inclusion/ SLT or class teacher. Referral to Inclusion team for consideration of intervention.
4	<ul style="list-style-type: none"> • Fighting • Ongoing stage 2/3 behaviours. • Dangerous behaviour i.e. throwing equipment, damaging property, hurting adults and peers. • Bullying / discriminatory behaviour. 	Removal from playground by Inclusion/SLT. Parent meeting with SLT/ EWIC Consideration of Behaviour Intervention plan.

Rewards and Consequences

Positive Reinforcement/Rewards

At Friars Primary School and Nursery we aim to promote positive behaviour and raise self-esteem by the acknowledging and explicitly highlighting pupil's achievements. Pupils receive regular praise when displaying the correct attitudes and appropriate learning behaviour. The focal of point of the policy is to place extra emphasis on children's positive behaviour rather than the negative. Staff are expected to offer both verbal and non-verbal reinforcement. Children are encouraged to celebrate each other's successes daily. A clear system of rewards will be implemented across the school;

- **Stickers/ Certificates** – pupils are given stickers in books by the class teacher/LSA for achieving success in either academic and behaviour expectations. Pupils will also be sent to a member of SLT or the SEN team to receive a sticker for additional positive reinforcement.
- **Fantasticos**- these are Friars team points which are given for positive behaviour, good effort in learning and sporting achievement. Each child is allocated a house team and they can be given Fantasticos by all staff members. The points are collected at the end of each week, and then Key Stage one and Key Stage two cups are awarded to the winning teams in our whole school assembly.
- **Privileges/Prizes** – pupils who have been awarded Fantasticos are placed in a weekly draw which entitles them to either a privilege/prize. Extra breaks may be earned for excellent behaviour.
- **Achievement Leaves**- these are awarded in our weekly celebration assembly for excellent progress, behaviour or achievement. Blue leaves are given for being a good friend and are nominated by the children in their class.

Stages of behaviour management

At Friars Primary School and Nursery, we use a clear system of consequences that are displayed in each classroom.

Stage	Examples of Behaviour	Behaviour Management Strategy
1	Talking, time wasting, inappropriate use of resources, distracting peers, interrupting the teacher or other adult.	Class system as agreed by SLT.
2	Repetition of stage 1 behaviour after warnings, disruptive behaviour, lack of engagement, unacceptable quality/quantity of work.	Moves seat and may work on own. When a pupil has had more than one occasion of a stage 2 approach within a day then this is to be recorded on the behaviour log.
3	Bad language, hurting peers (minor), throwing resources, refusal to work, repeatedly getting out of their seat.	Moved to partner class or time out. Sent to another year group If pupil modifies the behaviour – return to stage 1.

		If the pupil escalates, or continues the behaviour– move to stage 4. All Stage 3 consequences will need to be logged on the behaviour log.
4	Fighting, leaving the classroom, climbing, use of objects as a weapon, disruptive around the school.	SLT/ Inclusion Support Staff. Parents will be informed. Should stage 4 not help modulate the pupil's behaviour then the Inclusion Team will move to stage 5.
5	Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property.	Sent to SLT /Inclusion Team. Parents will be called to a meeting, informed and may be required to come in to support a pupil in school (see appendices for a list of possible sanctions).

Consequences

It may be necessary, on some occasions, to put in place consequences to help modify a pupil's behaviour thus encouraging them to make positive choices. We aim to deal with all behavioural incidents on the same day to give each child a fresh start daily. However, in some circumstances it may be necessary for a consequence to be implemented the following day if felt more appropriate.

When issuing consequences adults will explain explicitly to a pupil why the behaviour is unacceptable in order to promote understanding and encourage children to think about their choices in the future.

All behaviour will be dealt with in a calm and non-confrontational manner by all staff members. This ensures that each child feels supported and listened to. **Emphasis is always placed on the unacceptable behaviour and not the child.**

Where classroom behaviour management strategies have been ineffective, or as a response to the stage two behaviour, it may be necessary to implement further consequences:

- Loss of playtime in order to complete work / reflection time.
- Isolation to work under the supervision of SLT or the Inclusion Team.
- Repeated unacceptable behaviour at playtimes and lunch times may result in time off the playground with cooling off time with a senior leader if necessary.
- Loss of privilege is an option, e.g. time out/ banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or others.
- For consistently negative behaviour during lunch times, parents may be required to take their child home for lunch and return them back in time for the afternoon session.

- Parent meeting.
- Alternative timetable offered.
- Internal exclusion.
- Exclusion from school will only be used in exceptional circumstances.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour logging records from class teachers and learning support assistants will be collated to provide SLT and Inclusion Team with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Support Plans and /or Behaviours Intervention Plans.
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers.
- Pastoral Support Programmes i.e. small group work, self-esteem, emotions management, social skills or nurturing interventions etc.
- Increased communication between home and school
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Alternative curriculum provision, such as social skills, Lego group, gardening etc
- Outside agency support, i.e. Education Psychology Service, Emotional Well Being and Mental Health Service, Early Help Service, Behaviour Specialists etc.

Bullying (including racism or homophobia)

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. Any incidents of bullying are dealt with and recorded in line with our Anti-Bullying Policy.

Persistent Behavioural Difficulties

Where there are incidences of persistent or extreme behaviour children will be provided with Behaviour Intervention and Positive Handling Plan (BIP see appendices) to ensure the

consistent management of their needs are addressed swiftly. A BIP is produced in conjunction with the SEN/Inclusion Team, the class teacher, the parent, the child and where appropriate external agencies working with the child or family. Individual targets, rewards and consequence are agreed and reviewed regularly.

Regular review meetings are held with the class teacher and the student and the outcomes are shared with the parents. In the event that a BIP is not producing the desired outcomes, the child may be referred to an outside agency for further support such as the Educational Psychology or Early Help and Family Support service.

Changes to the school day

In order for pupils to achieve success they may be offered a change in the times for their school day. This can provide pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. This is a very short term measure and will last a maximum of 12 weeks. Throughout this period regular meetings are held with parents/carers to provide them with progress information. The increase of time in school is under constant review with the aim of achieving full time as soon as possible.

Alternative Provision will be considered if a child is under threat of exclusion.

Positive Handling/ Reasonable Force

All staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Friars have 9 members of staff who are Team Teach trained.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)

In the event that pupil requires positive handling a parent/ carer will be informed at the early possible convenience. Please see the school’s positive handling policy for further details.

Action in the Event of an Allegation Against a Member of Staff

Please see separate policy.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our Academy Trust
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above the Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Exclusion

Fixed term or permanent exclusion are seen as a very last resort, but may be required in certain circumstances. Portico Academy Trust have therefore adopted the Statutory Guidance on School Exclusions (September 2012).

If after following the consequences outlined above behaviour does not improve, then a fixed-term exclusion may be considered. It is also possible that a fixed term exclusion will be given for any incident if it is deemed to be serious.

(As an alternative to a fixed term exclusion where the pupil is expected to be off site, pupils may be offered an internal exclusion where the pupil will be educated in isolation.)

The following are examples of behaviour that could lead to a fixed-term exclusion:

- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Principal considers fixed-term exclusion appropriate.

After each fixed-term exclusion, the Principal will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to

provide support which may be in the form of a support plan which may include part time attendance or a positive handling plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a cooling off period
- To enable pupils to learn in a safe, calm environment

During each exclusion the Principal will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'early help' or other outside agencies

The following behaviour could lead to a permanent exclusion

- A number of serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor
- Endangering lives
- Persistent unacceptable behaviour, including frequent refusal to follow school rules and regulation as outlined above which has not been modified by fixed-term exclusion
- Possession of a weapon
- Possession of an illegal substance

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

(For all exclusions we follow the Southend Local Authority guidance.)

The Governing Body

The Principal is required to report to the Governing Body on the effectiveness of the policy. Exclusions must be reported and in certain circumstances a Pupil Discipline Committee may be convened to consider exclusion.

Parent will be informed of their right to appeal the exclusion and the governing body disciplinary committee will consider any appeals on behalf of the governors.

Appendix A

Example Behaviour Intervention and Positive Handling Plan

Appendix B

Example Risk Assessment

Appendix C – Staff only

- I wonder what made you
- What do you think?
- Do you often feel when.....
- Do you usually find.....?
- I was just wondering if there was something I said, or maybe something in my expression which affected you just then.
- I was just wondering
- I was just thinking
- I'm just guessing, but I was wondering.....
- I'm puzzled, I'm trying to understand what that might be about.
- I'm struggling to understand what that might be about.
- I was thinking, is it.....
- I suppose I really want to try to understand you better.
- Maybe you felt that by fighting back/running away/shouting out.....
- Maybe that was the only way you could think of to stay feeling safe/OK?
- There are some things which are so hard to understand.
- Would it be helpful for us to think a little about this (later)?
- I guess I noticed that.
- I think that hurt you
- It must be so hard to manage.....
- You know what I'm thinking.....?
- Wait a second ... I wonder.....
- We don't need to talk about it if you don't want to. Maybe later we can.....

'I wonder' and **I'm wondering'** can be really helpful sentence beginnings, because they open up to reflection and thoughtfulness, and they don't *need* an answer. The child can answer if they wish to, but also feel just as comfortable if they choose not to reply.

Eg;

I'm wondering.....

- what you're thinking
- what's on your mind
- why you reacted like that
- what that's about
- what that might mean.
- what you think about.....
- about that, because I remember that.....
- how you feel when?
- what it means that you.....?
- how you manage.....?
- what you do when you think.....?
- if you can remember when you first thought.....?
- if that has ever happened with anyone else?
- how you handled that.....?
- if that affects how you feel about (yourself)
- how you would feel if.....?
- how you feel now?
- how you feel talking to me about it?
- How you feel now you have told me.....?

When the meaning of a particular behaviour emerges and is felt and acknowledged with acceptance by both parties, it will elicit empathy, and ease the way for thoughtful help, and the possibility of using help from the trusted adult. Repeated experiences of adults being accepting, curious and empathic in response to their problematic behaviour can lead to children generalising from the thoughtful responses, and developing a more appropriate and secure 'internal working model' (Bowlby)