

CARFIELD PRIMARY SCHOOL

Positive Behaviour Policy

*Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners, to participate in and contribute to our local community and practise the core values of the school: **Resilience, Responsibility, Teamwork, Positivity and Determination.***

Overview

A calm, safe, respectful, and caring environment is essential if pupils are to learn effectively and progress efficiently. It is the responsibility of our school to provide this environment so that pupils and teachers can use time effectively and make sure every single pupil receives the highest level of education they deserve. All staff encourage the highest level of standards and are fully supportive in helping pupils achieve self-discipline. Behaviour expectations are consistent throughout the school with teachers and teaching assistants expecting the same behaviour in the classroom, during interventions, whilst eating, during all play times and anywhere around the school site. This consistent approach is achieved by all adults modelling polite, inclusive and positive behaviour towards pupils and other adults. The behaviour, rewards and reflection policies work hand in hand together to help pupils on their journey to becoming the best version of themselves.

Promoting Positive Behaviour with Positive Reinforcement

We praise and reward children for good behaviour in a variety of ways:

- **Consistent verbal positive praise** from class teachers. Making sure pupils are consistently praised; making eye contact with the pupil and making sure they know why they are being praised.
- **Peer recognition and celebration** for effort, attainment, creativity, manners and self-confidence. If a pupil has produced something of note or has achieved work above their level, the class will be stopped to view the work.
- **Praise across year group and phases** (Pupils showing work to other classes and year groups). For really excellent examples of

work, the TA or another adult will take the pupil with the work to show to the other classes.

- **Weekly star of the week** celebration assembly. Celebrating the top pupils (any area of the curriculum or social interactions) in every class with a reward certificate and assembly celebration posted on the school website.
- **Star of the day classroom postcard** – The classroom teacher will choose a star of the day for any pupil who has demonstrated any of the positive values mentioned.
- **Shooting star of the half term** – For pupils who have been consistently amazing all half term.
- **Super nova star of the year** – One pupil per a class will be awarded the ultimate award of the year for being outstanding all year.
- **Green star rewards** – Pupils work to achieve green stars for outstanding work, behaviour and effort. green star stickers are given for excellent examples of work, excellent PE lesson, great home learning, amazing examples of social interaction, representing the school, being helpful towards staff or pupils or any situation the teacher deems fit.
- **Class rewards** - Classroom teacher sets whole class rewards and how the class can achieve the reward. Marbles are placed in the jar and when the total is reached the class receive their reward.

- **SLT postcards** for outstanding work and effort. For any excellent examples of work, after showing the work to the class/year group, the phase lead will send an SLT postcard home.
- **Head teacher recognition card** - Reserved for truly amazing examples of work and effort, the head teacher will send a praise postcard home and a shiny head teacher sticker will be given to the pupil.

Expectations and Consequences.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit some where they can concentrate better.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime to ensure that they do not miss out on valuable learning.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what they are doing that is not acceptable.

- If a child continues to make the wrong choices and is spoken to 3 times or more by the teacher, the pupil will be asked to reflect upon their actions at break or lunchtime. The child will always be given a choice to choose the correct behaviour to display.
- If a child is disruptive in class, the teacher will appropriately give a consequence. If a child misbehaves repeatedly and refrains from adjusting to a more positive display of behaviour, they will be safely removed from class to reflect upon their behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from members of the senior leadership team.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Senior Leadership Team. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the positive choices of the child.
- Pupils on behaviour plans will be required to follow the procedures in place and monitored closely between classroom teachers, SLT and parents.
- Pupils displaying negative behaviour patterns will be placed upon a classroom development card. This card will have three agreed targets, rewards and sanctions with the classroom teacher, pupil and parents.
- Pupils displaying serious negative behaviour or failing the classroom development card will be placed on a 3 tiered SLT development card where each pupil will report directly to a member of SLT.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist, sexist, homophobic, sexual violence/inappropriateness or prejudice incidents will not be tolerated in any form and will be severely dealt with and where appropriate be reported to the local authority.

Classroom development card

If pupils continue to display negative examples of behaviour they will be placed on a classroom development card. This form of behaviour monitoring card is designed with the pupil, to help focus the child's behaviour and transition from negative behaviour to positive. SMART targets are set and checked for each lesson with rewards and consequences agreed with teacher, pupil and parents/carer/guardians.

Senior Leadership Team development card

This card is for pupils who have not met the required standard while on the classroom development card. The pupil will check in with a member of SLT at break, lunchtimes and end of the day to ensure set targets have been met. The SLT member will be in constant contact throughout the week with parents/carers/guardians. Pupils may be required to attend other interventions outside of the classroom. The SLT development card is a 3 tiered consequence. Pupils will start on a red card; if they achieve their targets for that week they will move to an amber version and finally to a green version. Each tier, the rewards are reduced to normalise good behaviour. The least amount of time a pupil can be on this sanction is 3 weeks.

Examples of behaviour and actions that may occur to facilitate positive behaviour.

Stage 1. Low level disruption

1. Talking unnecessarily or chatting
2. Calling out without permission
3. Being slow to start work or follow instructions
4. Not paying attention
5. Making silly noises
6. Getting out of their seat

7. Disrupting others

Most stage one disruptions will be dealt with by the member of staff in a simple verbal or non-verbal way. Examples can range from hand gestures, reminding the pupil that they are displaying signs of unacceptable behaviour to moving a pupil to prevent any further escalation of negative behaviour. The classroom teacher will raise one hand for the class to become quiet and focused. **All** pupils must raise their hand, be silent and focus on the teacher before the lesson can continue.

Stage 2. Mid-level disruption

1. Pupil spoken to about negative behaviour, 3 or more times in a session
2. Persistence of low level disruption
3. Being rude to other members of the class
4. Throwing of equipment
5. Being argumentative
6. Showing a lack of respect for each other or staff

All behaviour at this stage, or further, will require reflection time. Reflection consequences used will range between 10-20 minutes depending upon the frequency and severity of the behaviour. It is the responsibility of the pupils and teacher to reduce the amount of pupils who reach this stage by solving the issues in stage one. Strong classroom management and correct decision making in stage one will negate most pupils moving to this stage.

Stage 3. Concerning behaviour

1. Destruction of school property
2. Destruction of own or others work
3. Running around the classroom and out of the classroom
4. Refusing to go into or leave the class

Behaviour at this stage will have a serious detrimental effect on pupils learning; it may also prove a danger to pupil's safety and wellbeing. If a pupil does not immediately stop the negative behaviour after the teacher has requested them to do so, another adult will be called to help safely remove the pupil from the situation. If pupils are on a behaviour plan the appropriate steps will be followed. The next steps will be for the adult and pupil to return to a more positive display of behaviour and return to the classroom. The class teacher will call home that evening to discuss with parents/carers/guardians the key points of the situation and the following reflection and consequences. Consequences at lunchtime/break time or multiple playtimes may be needed to catch up on work and reflect on behaviour.

Stage 4 Severe negative behaviour

1. Physical assault on another pupil

2. Physical assault on a member of staff
3. Running out of teaching area
4. Swearing or being verbally/sexually abusive

In this most severe category, it is the responsibility of the adult staff in the room to make sure no pupil is at risk of harm. When safe to do so, an adult will call through to SLT and a member of SLT will immediately come to the classroom to remove the pupil or allow the class teacher to take the class elsewhere. If pupils are on a behaviour plan the appropriate steps will be followed. At this stage pupils will be internally or externally excluded depending up on the severity of the behaviour. Pupils will be expected to complete all work missed and a reflection session will be held between pupils, parent/guardian/carer, class teacher and a member of SLT.

Behaviour Incident Records

CPOMS (Child Protection Online Monitoring System).is a secure, internal software system used for recording behaviour incidents. The system is used for recording any form of negative behaviour and is used as a record of evidence based statements for the pupil, parents/carer/guardians and school. The Behaviour Incident Log will be submitted by the member of staff involved and shared with the senior leadership team. CPOMS is regularly monitored, enabling interventions and sanctions to be applied to individual children when necessary and provide the best care for all pupils.

Play/lunchtimes

Pupils are required to conduct themselves in an appropriate manner while playing in any of the outdoor spaces. Equipment will be provided and must be used with respect. Pupils are required to show the same level of respect to lunchtime supervisors as they do to teachers or members of SLT. At the end of the session, the adult on duty will blow a whistle indicating all pupils must stop what they are doing immediately, stand still and be silent. Once this has happened, a second whistle blast will be sounded indicating the time to go back into class. The pupils are responsible for the tidying of the playground. KS1 pupils will line up with their teacher outside of the classroom; KS2 pupils will enter the building/classroom in an orderly fashion.

Zones of regulation

The school employs the Zones of Regulation framework to help support and develop pupils' social and emotional wellbeing. Each class will have a display of the ZOR, where pupils can move their name to one of the 4 zones. The teacher and the pupil will work on the strategies needed to move back to the green zone (the desired zone). Each year group will approach using this system slightly differently but all classes will follow the core principles.

Below, is a statement explain the theory behind The Zones of Regulation:

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured-zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school or interactions between pupils online), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Continued bullying of a pupil outside of school

- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Positive Handling

Positive Handling is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. It should rarely be used, and only after all other interventions have been exhausted. If positive handling is used, parents/carers/guardians need to be contacted before the child arrives home. Here at Carfield, we believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property that may result in injury to pupils or staff

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence. All incidences of positive handling are recorded in a specific record system.

Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually

harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health and wellbeing.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, Brooks sexual behaviours traffic light tool or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children
- Assess and respond appropriately to sexual behaviour in pupils
- Understand healthy sexual development and distinguish it from problematic/harmful behaviour
- Assist with communicating with parents/cares about the concerns we have about their child/children
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school

Action following a report of Sexual Harm, Violence and/or Sexual Harassment

- We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident
- We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours

- We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.
- This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies

We will contact the parents/carers/guardians of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the pupils involved
- The developmental stages of the pupils involved
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;
- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate
- We will support the victim

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Responding to an incident/disclosure or violent or sexual harm

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the schools child protection and safeguarding policy, and the procedures as set out by the local Childrens Safeguarding Partnership. This will mean a referral to the police and a referral to Childrens' Social Care Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

Roles and responsibilities of pupils, teachers, TA, SLT

Pupils

- Show respect and kindness to others while following the school rules and report anyone who is not
- Behave in accordance with the published school behaviour policy and report anyone who is not
- Attend school unless there is a good reason for absence
- Be punctual in attendance at school and within school
- Attend classes with whatever equipment is necessary; including, PE kit, water bottle, home learning and whatever equipment may be needed for that day
- Take care of school buildings and equipment and report anyone who is not
- Co-operate with staff to get as much benefit from school as possible
- Voice any concerns you may have, with any aspect of school life, to a trusted adult

Teachers:

- Ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time, break times and any time when representing the school
- Have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons

- Inform parents about expected behaviour and seeking their support
- Use the star system reward and use positive reinforcement throughout each day
- Treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- Organise the classroom in a way that encourages successful learning by celebrating work, using working walls and promoting a progressive environment
- Plan activities appropriate to the ability, maturity and special educational needs of the children, making sure activities as differentiated
- Provide opportunities for children to develop different kinds of relationships with one another, giving guidance and support in conflict resolution
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour

Roles of teaching assistants and support staff

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate when sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them

Being aware of procedures for giving directions about tasks and reinforcing them

- Teaching children about behaviour skills and self-regulation
- Reassuring, re-focusing and reaffirming tasks set for children
- Fulfilling roles identified within various plans for children
- Having high expectations of children
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- Responding to children's needs swiftly
- Observing children and informing class teachers teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment
- Help the teacher in the day to day running of the classroom

Roles of the parents/carers/guardian

- The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school

- We explain the school rules at our introductory parents' meeting and within the behaviour policy, expecting parents to support the school in implementing these
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governors
- Inform the school of any medical or social circumstance that might affect the behaviour of their child
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- Support and co-operate with the school in implementing the behaviour policy
- Respect the staff of the school and valuing their professional opinions
- Promote positive attitudes towards school verbally or digitally
- Provide a good example of behaviour

Role of the Head Teacher

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Fixed-term suspensions and permanent exclusions

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. Work will be provided for the pupil from the second day of the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body will convene a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.