

STRATFORD PRIMARY SCHOOL



Positive Behaviour Policy

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Person responsible for review:	Head Teacher
Signed by Chair of Governors	November 2019

<u>Contents:</u>	1. Policy Statement	2Error! Bookmark not defined.
	2. Introduction	2
	3. Aims.....	2
	4. Roles and Responsibilities	3
	5. Classroom management	4
	6. Our approach to positive behaviour.....	5
	7. Our approach to negative behaviour	5
	8. Behaviour at playtimes	7
	9. Inclusion.....	8
	10. Fixed term and Permanent exclusions	8
	11. Recording, monitoring and evaluating behaviour.....	8
	12. Searching and Confiscation	9
	Appendix 1	10
	Appendix 2	11
	Appendix 3.....	12
	Appendix 4	13
	Appendix 5	14

1. Policy Statement:

This policy sets out the high expectations of behaviour at Stratford Primary School. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school's Anti-bullying policy.

2. Introduction:

As a caring community, our vision and value is '*to create a happy place, where children and adults learn and flourish in a creative, rewarding atmosphere to ensure excellence*'. We focus on positive rewards, praising good behaviour and promoting mutual respect across the school through the following ways:

- Our one school rule of RESPECT.
- A carefully planned curriculum.
- Effective classroom management.
- Adult role-modelling.
- Playtime and lunchtime provision.
- Personalised programmes/support from outside agencies.
- Lots of rewards and celebrations for great work and behaviour.

3. Aims:

- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own and other's behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.
- To develop each child's self-esteem.

- To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.
- To develop a sense of social responsibility within the class, the school, the wider community and the environment.

4. Roles and Responsibilities:

4.1 Staff Responsibilities:

All staff and volunteers are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

- To share the school Behaviour Policy with the children.
- To role model good behaviour and positive relationships.
- To create a positive climate with high expectations.
- To provide a safe, caring environment.
- To emphasise the importance of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.
- To show appreciation of the efforts and contributions of everyone.
- To cater for children's individual learning styles.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way.

4.2 Children's Responsibilities:

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all children and adults in our school community.

- To follow the one school rule of RESPECT.
- To work to the best of their abilities and allow others to do the same.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

The school council and house captains will play an important role in communicating and reviewing aspects of the positive behaviour policy.

4.3 Parents' & Carers' Responsibilities:

Parents/carers have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as the result of unacceptable behaviour, then the parents/carers will be contacted and should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher or Head Teacher.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school will be reported immediately to the Head Teacher and/or Governors who will take appropriate action in line with trust policy.

5. Classroom management:

Positive relationships, good classroom organisation and effective teaching methods are the key to good behaviour. The provision of a high quality curriculum through interesting and challenging activities also strongly influences good behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Practical strategies to support and reinforce outstanding behaviour:

- Share the Behaviour Policy with the children.
- From the start of the year, develop clear and positive classroom expectations (4 or 5 only) with the children, which should be displayed. These are then signed by the children, teachers and teaching assistants.
- Refer regularly to these rules in order to reinforce them and to correct inappropriate behaviour.
- Promote an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all.
- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. Make a positive effort to find something to reinforce, this will develop the child's repertoire of acceptable behaviour.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Don't talk in the line" try saying "look how well ... and ... are lining up quietly"*.

Principles to apply when managing children's behaviour:

- Keep calm and positive.
- Keep your voice low as much as possible, we are a no shouting school.
- Serious or unresolved concerns should be discussed with the Head/SLT.
- Keep dated notes where there are on-going concerns.
- Involve parents at an early stage, informally.
- Blame the act, not the child, i.e. *"You are ok, but what you have done is not"*
- Be positive in the way you deal with the child.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Be consistent whilst taking into account each child's individual needs.

6. Our approach to positive behaviour:

Our approach as a school is to be consistent in our deliverance of positive rewards and praise. We do this in the following ways:

Stars – Star Cards

Children are awarded stars for their attitude to learning and achievements. Children collect their stars on their 'Star Card'. Each card holds a hundred stars. When the cards are completed they bring them to the Head Teacher and they will be presented with their 'Star Certificate' in assembly.

House points

Children are awarded house points for excellent behaviour, being considerate and being helpful. Each week all the house points in the school are collected and added together. The total is presented during assembly every Monday morning, where the house with the highest total wins the house cup and have their house colours on the trophy. Results are also included in the weekly newsletter. Some classes award Dojo Points, which are converted into House Points.

Monthly Achievement certificates

At the end of the month, each class teacher will nominate a pupil to receive an Achievement Certificate for each of Reading, Writing and Mathematics. A pupil will also be chosen from each class to receive a Friendship Certificate. Their parents will receive an invitation to attend that month's 'Achievement Assembly' where the pupil will be presented with their certificate.

Respect Certificate

The four House Captains keep an eye out for children who are being 'Respectful' (our one word school rule) to others in school. They each present their 'Respect Certificate' during the monthly Achievement Assembly and state why they have chosen a particular pupil. Parents are also invited to join the Achievement Assembly.

Attendance award

During the Head Teacher's assembly on a Monday, the weekly attendance for each class is announced. The two classes with the highest attendance that week get to look after Desmond and George, the Head Teacher's dragons.

7. Our approach to de-escalation

Despite positive rewards and praise as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates.

Children manage their own and others behaviour by using 'Stop it please'. If someone says or does something they don't like say'Stop it please'..... If the behaviour continues children must speak to an adult who will deal with the problem straight away.

When approaching negative behaviour, a variety of low level intervention strategies are used initially, such as nonverbal signals, reminders and close adult proximity to redirect and encouraging children to stay on track. If the inappropriate behaviour persists, then the

consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour. **We do not shout at children in our school.**

Within the classroom, the following Behaviour Flow Chart (Appendix 1) clearly identifies the consequences that will be used for increasingly inappropriate or continued disruptive behaviour. *The School Council have been involved in shaping and designing a 'Children Friendly' version of this to display around the school.* (Appendix 2) Extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/or being sent to the Head teacher or SLT. ***The emphasis at any stage of the flow-chart is that the child can make the choice to be re-engaged in the lesson and their learning as soon as appropriate.***

Consequences:

(All consequences are proportionate to the behaviour(s) demonstrated)

Stage 1: Verbal reminder of the expected behaviour/school rule and formal warning is "That's your warning".

Choice presented to the child – You can choose to or you can choose to....

If you choose to..... then there will be a further consequence

Stage 2: Verbal reminder of the expected behaviour/school rule. – ten minutes in another classroom to complete work.

Choice presented to child – You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Stage 3: Proportionate amount of time to reflect on personal behaviour/choices spent outside the staff room during part of break time/ lunch time.

Choice presented to the child - You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Repeated incidents or reaching stage 3 regularly will be reported to parents via a telephone conversation/ confidential discussion at the end of the day.

All staff are responsible for recording pupil behaviour forms (Appendix 3) and all class teachers have a Behaviour File. All behaviour incidents are reported to SLT in the first instance and recorded on a central log.

Stage 4: If unacceptable/disruptive behaviour continues then the child is sent to a senior teacher or Head Teacher/ Deputy if more serious.

Parents will be contacted via telephone conversation.

Meeting with parents arranged and recorded.

If behaviour disruptions are persistent, consideration of pupil behaviour chart to monitor behaviour daily – meeting with parents to establish this.

Behaviour that falls into a red category will be reported to the Head Teacher/ Deputy or SLT immediately. A letter will be sent home or a phone call made to the parents the same day.

For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

It is expected that all staff follow the above Behaviour Flow Chart and keep a copy of the rewards and consequences outline visible in their classroom (See Appendix 1).

8. Behaviour at playtimes and lunchtimes:

At play times and lunchtimes we maintain our positive and non-shouting approach. We aim to provide a range of activities to engage children in positive play with their peers. This included the play equipment boxed for each key and structured games which are lead each lunchtime by midday supervisors and Year 6 play leaders. If problems between children arise then the children will use the 'Stop it please' system.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise, passing the good news onto the class teacher and by awarding house points. Midday Supervisors have Golden Tickets, which can be awarded for positive behaviour in the dinner hall and on the playground. Golden Tickets are brought to the school office and sent home for parents to celebrate with their child(ren). Red Tickets can be written if negative behaviour choices are made at playtime and lunchtime. Red tickets are brought to the school office and given to class teachers to discuss with the pupil. Red tickets are not sent home.

Consequences:

Stage 1: Verbal reminder of the expected behaviour/school rule. 'That's your warning'.

Choice presented to the child - You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Stage 2: Timeout for 5 minutes – child to stand next to and follow adult. Incident recorded in the play time behaviour book.

Choice presented to the child - You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Stage 3: Timeout outside the staff room door for the remainder of play or lunchtime. Incident recorded in the play time behaviour book. Member of the SLT and class teacher to be informed of the incident.

If stage 3 is reached more than once then parents to be informed.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

9. Inclusion:

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. There may be times when a personalised curriculum is an appropriate way forward, which will be delivered by the child's teacher and teaching assistants. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

10. Fixed term and Permanent exclusions:

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child 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. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a child, they must inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of an exclusion. The Head Teacher informs CAT, the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is to set out in strict guidelines whenever a child is excluded from school.

11. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded and reported to SLT in the first instance. Pupils are also required to complete a 'Child's Statement' to build part of the picture of evidence. (Appendix 4) Progress towards individual targets will be recorded on individual behaviour/education plans. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

12. Searching and Confiscation

See Appendix 5 Searching and Confiscation

Appendix 1:



Stratford upon Avon Primary School Behaviour Flow Chart



General interaction, Praise and Whole School Rewards:

Star Cards - for effort and learning - daily
Monthly achievement certificates (Reading, Writing, Maths and Friendship) - monthly
Respect Certificate - House Captains - monthly
House Tokens/ Dojos - for following the school rule of RESPECT - daily



Stage 1:

Verbal reminder of the expected behaviour/ following the one school rule of RESPECT and a formal warning.



Stage 2:

Verbal reminder of the expected behaviour/ following the one school rule of RESPECT.
Ten minutes in another class to complete work.



Stage 3:

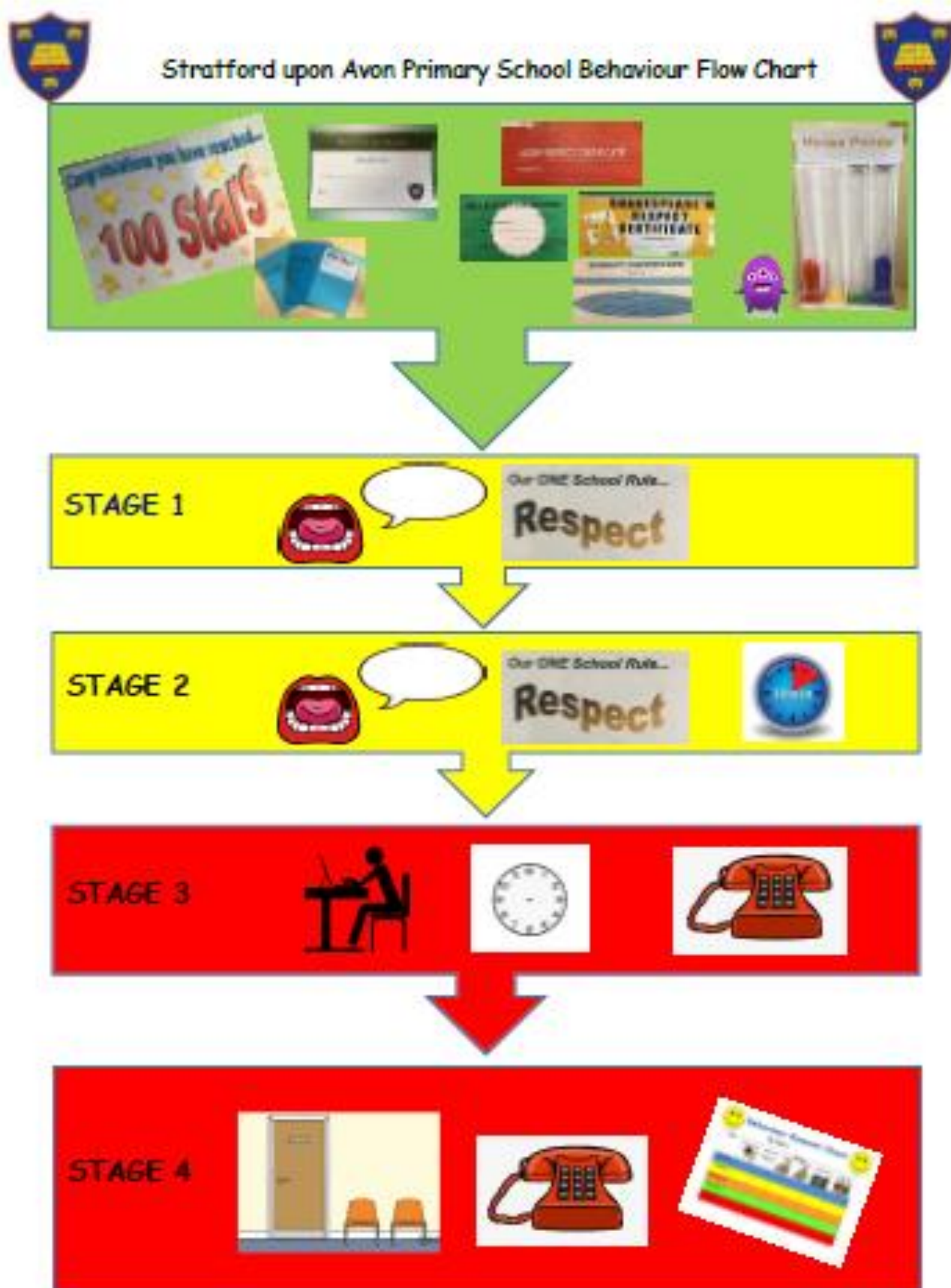
Proportionate amount of time outside staffroom during part of break time/ lunch time.
Repeated incidents or reaching Stage 3 regularly will be reported to parents via telephone conversation/ confidential discussion after school.



Stage 4:

If unacceptable/ disruptive behaviour continues, then the child is sent to senior teacher or Head/Deputy if more serious.
Parents contacted via telephone conversation.
If behaviour disruptions are persistent, consideration of pupil behaviour chart to monitor behaviour daily - meeting with parents.

Appendix 2



Appendix 3

Behaviour Incident Record

Adult completes

Name of Child	Class
Date of Incident	Recorded by
Day of Week	Time
Time of Incident	Location of Incident
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Type of Incident: <input type="checkbox"/> Fighting <input type="checkbox"/> Violent behaviour <input type="checkbox"/> Damaging property <input type="checkbox"/> Bullying <input type="checkbox"/> Racism	<input type="checkbox"/> Swearing <input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Classroom disruption <input type="checkbox"/> Disobedience <input type="checkbox"/> Rudeness/ Rudeness to adults <input type="checkbox"/> Others
Brief description of Incident:	
Action Taken <input type="checkbox"/> Children concerned interviewed <input type="checkbox"/> Class Teacher informed <input type="checkbox"/> Head/Deputy informed <input type="checkbox"/> Parent/ Carer informed verbally <input type="checkbox"/> Letter to Parent/ Carer <input type="checkbox"/> Other	
Consequences/ Further action	
Return To date: (add to your diary)	

CC: Behaviour Incident Log in Head Teacher's office

Appendix 4

Behaviour Incident Log

Child's Statement

My name _____ Date _____

Child Completes:

Everything written must be true

Who was involved?

Where did the incident take place?

When did the incident take place? (playtime, dinnertime, before/ after school)

What happened in the incident?

Who do you think was responsible?

What will you do tomorrow that will be different?

(Pupil to complete with SLT)

Cc: Behaviour Incident Log in Head Teacher's Office

Appendix 5

Searching and Confiscation

1. The Head Teacher and Assistant Head Teacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
2. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

In line with DFE guidance - January 2018

School staff can search pupils with their consent for any item.

The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Prohibited items in school are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If mobile phones are brought to school, children are not to hold these during the day. They should be given to staff with a covering letter from parents as to why the pupils have the devices until there is a change in the school's IT policy.

Electronic games are not allowed to be brought to school including at the end of term when the children may be invited to bring in games to play. Any electronic games will be confiscated.

Searching without consent.

What the law says:

What can be searched for?

a. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

b. Yes, if you are the Head Teacher or Deputy head teacher. But:

c. you must be the same sex as the pupil being searched; and

d. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

e. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

The powers only apply in England.

During the search

Extent of the search – clothes, possessions, lockers and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes lockers, trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays/ lockers

Under common law powers, schools are able to search trays and lockers for any item provided the pupil agrees. Pupils will have a tray/ locker on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search.

After the search

The power to seize and confiscate items – general what the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.

- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- a. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
- b. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
- c. Complaints about screening or searching will be dealt with through the normal school complaints procedure.