



Positive Behaviour Policy

Martin Wilson Primary School

Reviewed and Re-adopted 22nd May 2018

Introduction

Our school prides itself in being a happy place for all. We achieve this by recognising the importance of all stakeholders in our community and valuing their individual contributions to the life of the school. It is our belief that celebrating the positive reinforces good behaviour. We recognise that like all schools we have incidents of negative behaviour and through this policy address our approach to dealing with these and supporting the individuals involved through modelling positive behaviour structures.

Aims

- To make experience of all in the school happy, positive and fun.
- Treat all members of the school community with consideration and respect
- Have an understanding of the difference between right and wrong
- Be polite, co-operative and friendly
- Understand the school has rules which must be followed for the safety of all
- Appreciate the school environment and respect the property of others
- Value other people, their work and their opinions
- Respect the culture and beliefs of others
- Treat others as they wish to be treated themselves
- Children will be helped to develop self-control and to respect the feelings, needs, culture and abilities of others.

How will we achieve our Aims?

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in Martin Wilson Primary School.

Pupils

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the school rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.
- Pupils are supportive of others (for example, if they need help with work, if they are younger, if they are hurt)
- Pupils accept difference and behave in a non-discriminatory way.

Parents

- Parents and visitors to the school feel valued, safe and secure.

- Parents feel proud of the school
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through the Governing Body, Parent Council and the Friends of the School.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

Class Teachers

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers will actively establish positive relationships with pupils and parents.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life.
- Teachers treat pupils and parents equally, with respect and in a fair and just manner.

Support Staff

The School Administrator, Teaching Assistants, Catering and Cleaning Supervisors, Lunch and Playground Supervisors. Support Staff participating in Playground Supervision are given additional training in supporting children.

- Support Staff maintain positive relationships with pupils.
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.
- Support Staff use praise to motivate pupils and praise permeates all aspects of school life.
- Support Staff treat pupils equally, with respect and in a fair and just manner.
- Where staff have their own children in school, any matter involving them should be dealt with by another staff member to ensure fairness.

Equality and Fairness

At Martin Wilson all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council. Martin Wilson School has an ethnic, religious, cultural and linguistic diversity which is recognised, valued and promoted as a positive feature of the school and its community.

We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

The School Rules

At Martin Wilson we expect children to:

1. Talk in a polite and respectful way to all members of the school community and be helpful to each other.
2. Listen carefully to each other and adults and show respect for each other's views, beliefs and ideas.
3. Solve arguments by talking the problem through. Do not use bad language or violence. Remember fighting is not allowed at this school.
4. Take care of the school environment by looking after the displays around the school and respecting each other's work. Keep our school tidy by not dropping litter.
5. Move around the school in a calm and sensible manner.
6. Play sensibly in the playground and be friendly to one another so that everyone enjoys themselves.
7. Be polite and well-mannered in the dining hall. This means coming into the hall in an orderly way and sitting quietly to eat your food. Make it a pleasant experience.
8. Line up quietly and calmly when the bell goes at the end of playtimes.
9. Keep the toilets clean for all to use. Remember they are not a place to play in.
10. In Assembly, sit silently, walk in and out of the hall in an orderly manner, and show respect for the person delivering Assembly.
11. Not bring mobile phones in to school or take them on trips.

Playground Rules

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to enjoy structured play activities and to exert self-discipline and responsibility towards others.

In reality, however, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns via the worry box or directly to duty staff or the Senior Management Team

We value our supervisors and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks. Support staff are able to recommend achievement awards to be presented in the Friday assembly.

If a child fails to follow the Playground Rules they may be given a period of "time out", and, if required, they may be referred to a member of the Senior Management Team. All incidents of negative behaviour are recorded in Playground logs.

Pupil behaviour support

Pupils whose behaviour may not be of a positive nature are given a verbal reminder, and if the behaviour is not resolved then the pupil is referred to the SMT. If the problem is class-based then a structured work programme will be provided to be completed during morning and lunchtime

break. If the negative aspects of the pupil's behaviour in class continue then the programme will be extended for out of class sessions.

Incidents of negative behaviour at playtimes are firstly given a verbal reminder and "time out", and if this is not acted on or negative behaviour continues they are referred to the SMT. Depending on the nature of the incident, pupils involved will either be given positive structured play activities off the playground or assigned a personal mentor to help encourage and model positive behaviour on the playground.

Rewards and Sanctions

In establishing school rules as part of our behaviour policy it is essential to have an effective system of rewards and sanctions.

The following section sets out the principles of our school's reward and sanctions system and looks how it works in practice.

Principles of our Reward System

- Any reward given must meet the child's requirements. Children have to value and feel valued by it so that they will want to work towards it.
- Children must have a sound understanding of the reward system, so that they know why and when rewards are given. A consistent approach is essential by all staff throughout the school.
- It must promote, recognise and encourage good behaviour, positive attitudes and high expectations. It should raise self-esteem and generate pride.
- It should recognise improvements and effort in behaviour and must be flexible to meet the needs of all children. The system must enable every child to have a sense of success.
- It must be tangible and easily administered.
- Parents must have full knowledge and understanding of the system so that they value it.

Whole School Reward System

- Star Pupil of the Week. This can be given for a variety of reasons. The certificates are presented in Achievement Assembly. The children's names and photographs appear in the newsletter.
- Class of the Week.
- Good behaviour to be continually acknowledged by all staff in public. Children respond to praise. Acknowledging one child's superb behaviour in assembly does encourage other children to behave in the same way.
- Midday supervisors to use stickers to reward children who have behaved well.
- Individual rewards for specific children linked to Behaviour Support Team / Individual Behaviour Plan objectives.

Class System

Each class teacher at the beginning of each year with their new class are to discuss with the children how they would like to organise their reward system and what sort of rewards they would like. As long as they adhere to the principles of our reward system, classes can use different types of rewards. Below are some of the suggestions made by staff and children:

- Special reward day
- Pasta jar
- Stickers on a grid
- Extra Playtimes
- Cooking and dressing-up day
- Games and Lego day
- Choosing time
- Individual reward points

Sanctions

“Although punishment will be necessary, in many cases it is unlikely to reduce the problem by itself. Schools which rely too heavily on punishment to deter bad behaviour are likely to experience more of it.”

Whilst we would agree with this statement as a staff, we are only too well aware that some behaviour cannot and should not be ignored. For the sake of the child, and to support the teacher and the well-being of the other members of the class, some corrective measures, which go beyond the sharp word or meaningful look, are necessary.

Principles behind the Sanctions

- Children must have clear understanding of what the sanctions are if they ignore the school rules. They need to understand what the agreed boundaries of behaviour are and realise that certain behaviour will not be ignored. They must realise the consequences of inappropriate behaviour.
- Children must understand why they are being sanctioned.
- Sanctions must take account of the context (time, place, activity) in which the inappropriate behaviour occurred.
- Sanctions should seek to prevent inappropriate behaviour continuing and encourage children to take responsibility for their behaviour.
- The sanction should be appropriate to the child and the incident.
- Sanctions should be consistent, easy to administer and seen to be fair.
- Sanctions should be directed at those children who are the offenders and not innocent children.
- Sanctions should have set procedures for serious offences.
- Sanctions should make reasonable adjustment for children with disabilities / SEN when appropriate.

Behaviour that should initially be dealt with by the class teacher

- Not listening to teacher's instructions/ ignoring instructions.
- Shouting out in class.
- Minor tantrums
- Name calling
- Destroying each other's work
- Wandering around the room.
- Not sharing or taking their turn.
- Throwing things around the room.
- Changing places without permission.
- Defacing classroom property e.g. writing on tables, scribbling on books.
- Being off task and continually talking.
- Mucking about in class
- Petty fights – pushing/hitting.
- Rudeness to the teacher/answering back.
- Copying poor behaviour.
- Refusing to do any work, or what they are told.
- Arguments with other children.
- Performing to an audience to get attention.

Framework for dealing with unacceptable behaviour in class that does not warrant immediate attention by the head. (Indicates Traffic Light level)

LEVEL ONE STRATEGIES (Amber)

- Positive praise, whilst ignoring the minor infringements.
- Reminding about / reinforcing class rules.
- Polite request to desist and get back on task.
- Reflection time i.e. spending 5 minutes watching appropriate behaviour.
- Ask the child to move somewhere else.
- Set a short-term target. e.g. 5 minutes to finish work.
- Ask child/group why we're not pleased and ask how situation can be resolved.
- Warning of more serious consequences if these strategies haven't worked.

PRAISE IF THEY HAVE – IF NOT MOVE TO LEVEL 2.

LEVEL TWO STRATEGIES (Red)

- Time out (location and period as deemed suitable by teacher)
- Sitting by and working alongside the teacher.
- Private reprimand at the end of the session. "I don't like this, what can you do to change it?"
- Teacher keeps child/small group in at break times to talk to them.
- Informal chat (or phone call) with parents.
- Warning of more serious consequences if these strategies haven't worked.
- No extra-curricular clubs.
- Every "Red" occurrence equates to 5 minutes lunchtime report on the next Friday.

PRAISE IF THEY HAVE – IF NOT MOVE TO LEVEL 3 STRATEGIES.

LEVEL THREE STRATEGIES (Frequent Red)

- Record through behaviour charts or a behaviour diary. Observations should focus on what triggers poor behaviour. Discuss with child so they reflect on their behaviour.
- Formal standard letter sent to parents informing parents of the problem, requesting a meeting.
- Report book where appropriate involving parents, target set and reviewed with teacher, parents and child.
- Warning of more serious consequences if these strategies haven't work.
- Record in behaviour file.

PRAISE IF THEY HAVE – INFORM PARENTS. IF NOT MOVE TO LEVEL 4 – INFORM PARENTS.

LEVEL FOUR STRATEGIES

- Child is excluded from the classroom for a fixed period with no play or lunchtimes. Child goes to the headteacher with or without work dependent on the circumstances.
- Parents informed of above decision and further meeting arranged with head and class teacher.
- SEN co-ordinator involved who discusses interventions necessary that may include outside agencies – Behaviour Support, Educational Psychologist, Education Officers, Social Services.
- Target set review dates fixed, and informal warning given to child and parents that lack of improvement in behaviour may lead to fixed-term inclusion.
- Going home at lunchtime.

PRAISE IF STRATEGIES WORK – IF NOT

LEVEL FIVE STRATEGIES

- Fixed term exclusion
- Letters sent to parents informing them of incidents leading up to the exclusion.
- Work set.
- Child returns to school with parents. New targets are set. Parental involvement on a regular basis secured.
- Continued involvement with outside agencies.

Guidelines for using Framework for dealing with unacceptable behaviour in class.

When using this framework bear in mind the following points:

1. Make statements rather than comments "I think the noise level is too high rather than "be quiet".
2. Remember it is the behaviour not the child which is unacceptable, comment on the behaviour in a non-judgemental way.
3. Constantly remind children of class and school rules.
Avoid saying you should not. Instead re-state the rule positively 'remember the rule is we put our hand up if we want to say something.'

Guidelines for using level 3 strategies

- Children should be clear as to why they are in detention. The reasons to be entered in the detention book.
- Talk to the SEN co-ordinator, who could also do a timed observation on the child.

If you are using a report book it is crucial that the targets are set with the child and parent where appropriate. The targets should be reviewed after a month with the child and parents.

Comments in the report book should refer to the targets set and be written in a non-judgemental way e.g. Sarah was able to sit on the carpet for 5 minutes quietly but then started shouting and being aggressive to other children NOT Sarah's behaviour was awful today.

Ensure that you sign the report book each day.

The report should be sent home at least twice a week and parents should be asked to comment and sign the book every time it goes home.

If the child achieves their target a small reward should be given in recognition of this.

Guidelines for Level 4 Strategies

It is important that a record of the child's behaviour has been kept and strategies used to modify it.

Specific targets will be set at this time with the class teacher, child, parent, headteacher and SENCO if appropriate.

A review date will be set and parents will be expected to keep close contact with the school either through the report book or coming to the school on a regular basis to see the class teacher for a report on their child's behaviour.

Failure by the parents to do this and no improvement in the child's behaviour will lead to a fixed term exclusion for the child.

BEHAVIOUR THAT SHOULD BE DEALT WITH IMMEDIATELY BY THE HEADTEACHER

(In his absence the Deputy Head or SLT member will deal with it)

The following is deemed to be serious behaviour that demands immediate input from the headteacher.

- Serious fights
- Abusive language to a child or an adult
- Racism
- Threatening behaviour to a child or an adult
- Child exits from a room without permission and cannot be seen.
- Bullying
- Serious damage to property
- Stealing
- Persistent arguing with an adult
- Any behaviour that actually prevents the teacher from teaching the class.
- Leaving the school premises.

FRAMEWORK FOR DEALING WITH UNACCEPTABLE BEHAVIOUR THAT IS DEALT WITH AUTOMATICALLY BY THE HEADTEACHER

LEVEL ONE STRATEGIES

- Talk with child initially, then see teacher.
- Cooling off period with the headteacher.
- Letter sent to parents stating what has happened, asking them to talk to their child re. the matter.
- Return slip in which parent gives their response.
- Detention /or exclusion from class given, depending on circumstances.
- Fixed –term exclusion (depending if one incident warrants this)

IF BEHAVIOUR CONTINUES

LEVEL TWO STRATEGIES

- Parents informed – they have to come and see the head and class teacher.
- Meeting with child, teacher, parents, headteacher. Targets set – agreed upon. Parental involvement sought.
- Report book used where appropriate.
- Parents / child warned if targets are not kept; this may lead to child being excluded for a fixed period.

Appendix 1

Guidance on pupil withdrawal

A. Practicalities of pupils withdrawn from Breaks.

Where possible, if a pupil is to miss one or more of their morning/lunch/afternoon breaks the following procedures must be followed.

1. A record* must be kept of when, why and length of withdrawal alongside teacher imposing the sanction.
2. Pupils must be given an activity or work to occupy them for the duration of their withdrawal.
3. Pupils must be supervised in one of the following locations:
 - Year 5 & 6 outside staffroom
 - Years 1,2,3,4, in class base
 - Reception in EYC (Teacher supervision required)
4. Pupil sent in by Dinner staff will be handed over to SLT/Teacher and need to be treated as above.

B. Practicalities of pupils withdrawn from lessons.

If a pupil is significantly disruptive and not responding to Teacher input, then the following options may be used:

1. Withdrawal from class to corridor or quiet room accompanied by TA.
2. For short time-out periods this can be managed by keeping pupil in sight without an adult outside class.
3. Repeated incidents can be reported directly to Head (or SLT in his absence).
4. A record* must be kept of when, why and length of withdrawal alongside teacher imposing the sanction.

*Class behaviour records to be kept in class base.

Shared Expectations.

The fundamental premise for good behaviour in all areas of society is based on mutual respect. This is no different in a Primary school.

Appendix 2

As a school it is expected that all members of our community set a good example to our children. This includes staff, parents, carers, friends and other family. It should be through ensuring that we do not allow people to use derogatory or aggressive language and that we do not tolerate aggressive behaviour or swearing. We expect all members of our community to treat others with respect so that all members of our community feel safe.

We do not allow children to shout at adults in school and therefore adults must not shout at children. This includes when attempting to gain order in an unruly class.

We should only have to raise our voices when outside or to alert a pupil of danger to themselves or others.

Appendix 3

Use of reasonable force

The school follows the guidance set out in the Department for Education Document:

"Use of reasonable force"

Advice for headteachers, staff and governing bodies

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Appendix 4

A copy of the full document can be found at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>