

Positive Behaviour Policy

Member of staff responsible	Assistant Head Teachers
Sub-Committee responsible	Curriculum
Date agreed with staff	07/10/20 – Staff Meeting
Date discussed with pupils	Shared with classes October 2020
Date agreed at Sub-Committee	Nov 2017
Date approved at Governing Body	September 2017
Frequency of policy review	Tri- annual
Date next review due	September 2023

Document Version Control

Issue Number	Issue Date	Summary of changes
1.8	March 2019	Reviewed and update to include statement of positive behaviour principles. Formatted in line with updated policies, including contents page.
1.9	October 2019	Update and additional statement linked to restorative practice.
2.0	July 2020	Updated the use of restorative practice.
2.1	September 2020	New draft of Positive Behaviour Policy and refined Positive Behaviour Chart. Included the use of CPOMS for recording behaviour incident. Reviewed, shared with pupils, teachers and governors

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INTRODUCTION

Warden Hill aims to provide the nurturing conditions for every child to thrive. We want our children to live our core values: belong, explore and succeed. We believe happy children learn best in a safe, respectful and consistent environment. These conditions foster excellent behaviour and allow our values to develop.

We want to strengthen our children's sense of belonging to their house, school, local community and country. Sharing British values in a safe environment and allowing them to explore different viewpoints. This will develop their moral compass and allow them to make the right choices. At the same time, we value mistakes as a learning opportunity and help to guide the children to succeed at being the best they can be. We have high expectations of our children and they rise to meet them.

Our ultimate aim is to help children become independent, resilient, self-disciplined and responsible adults.

1) AIMS AND SCOPE

We have three simple aims to create positive and excellent behaviour:

- **We keep everyone safe** in the classroom, playground and in the wider community.
- **We are respectful** to everyone, our school environment and equipment
- **We try our best.**

Warden Hill's Behaviour Policy outlines our commitment to a positive first approach and our belief that strong attachments between pupils and staff leads to exemplary behaviour. The policy also shows what happens on the rare occasions that behaviour does not meet our high expectations. It clearly explains our school Positive Behaviour Chart and the steps put into place to resolve any issues through our restorative practice to make mistakes a learning opportunity. The policy will also outline the role of the Well-being Lead and how they are crucial to developing happy and confident children, who make the right choices. Finally, and as a last resort, the policy outlines the circumstances where the school may need to isolate or exclude a pupil.

2) EXPECTATIONS AND PUPIL'S BEHAVIOUR

Children and staff are expected to promote a caring, sharing and welcoming ethos. This should ensure a safe and happy school in which to learn and develop. We expect behaviour to be consistent at all times of the day, including playtime and lunchtime.

A consensus about behaviour management will generate a high morale and sense of purpose amongst staff and pupils. The opinions of parents and the community about the effectiveness of Warden Hill are strongly influenced by how the children behave inside and outside school. Together with parents, we are responsible for setting a good example. All at Warden Hill follow the 'Code of Conduct' (see Appendix 2) to ensure that we maintain a safe, secure and happy environment in which to learn and work. Unfortunately, and on rare occasions, children are unkind to each other and these choices will be dealt with according to the Positive Behaviour Chart. This is different from a sustained or repeated unkindness, which is unacceptable and will be treated as bullying and a serious incident. (See Anti-Bullying Policy for further guidance)

3) POSITIVE BEHAVIOUR CHART AND IMPLEMENTATION

Every member of staff plays a crucial role in creating a positive, happy and safe environment whether it is on the playground or in the classroom. Our consistent approach (following the Positive Behaviour Chart) will help the children to learn boundaries and form positive relationships with their peers and staff alike.

All staff will use the Positive Behaviour Chart, which is based on a 5 colours. The system has five sections red, yellow, green, light blue, dark blue. Every child starts each day on green (middle). The children are rewarded for positive choices and move up the chart, whereas they receive sanctions for poor choices that counteract our three aims of keeping everyone safe, being respectful or trying our best.

There are a variety of ways in which we reward children, who display good choices in school. The main approach is using the Positive Behaviour Chart and moving children up the chart to light blue and dark blue. The objective is that every child will reach the dark blue and have access to the class reward at the end of the term. This reward may be extended playtime, choosing time, film afternoon, free time on the computers or any other incentive that will motivate the children. The teachers may also have their own tried and trusted techniques for developing a positive atmosphere such as marbles in the jar or raffle tickets. Our primary aim is to create the positive first approach through verbal praise, house points, merit marks and, when appropriate, Headteacher Awards.

When a member of staff encounters poor choices, they should remind the child of the Warden Hill Way and positively praise good choices. If the poor choices continue then they are issued a warning before moving onto yellow and missing 5 minutes of break/lunch. The person issuing the yellow needs to administer the loss of break/lunch. After adult intervention and discussion of the Warden Hill Way if the poor choices continue the child is issued with a final warning and told that the next step is red. If the child is moved onto red for a continuation of poor choices or a serious incident, then their parents must be informed.

The staff and parents must then make this a learning opportunity by having a discussion and using restorative practice if needed. The adults must teach the children how to solve problems and conflict. The children should know that saying sorry is just the beginning. They must follow this up by making amends and finally not doing it again. During this learning process, the parents and staff must remember that everyone makes mistakes and if the sanction is in school it should not be duplicated at home. If a child receives three reds in a term or is involved in a serious incident the Head of Key Stage should be informed and become involved to help support the child.

4) ROLE OF THE STAFF

The role of the staff in the classroom

The Teacher and Teacher Assistant understand that classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

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. Praise should be used to encourage good behaviour as well as good work.

The role of staff at play and lunch time

We strive for happy, imaginative and safe play. During lunch times, the children will have turns to play on 'the green', climbing frame, trim trail and daily mile depending on Key Stage. The role of the Midday Supervisors (MDSA) is to facilitate play and help develop interaction between the children. The Key Stage 1 playground to be zoned into scrapstore, adult lead games, quiet area and running/tag area. The adult led games are essential to model and teach the children different games that they can play.

MDSA follow the same procedures using the Positive Behaviour Chart. They will use a positive first approach and to celebrate positive choices each year group will receive one MDSA Merit mark (lunch time award) a week. MDSA will intervene with warnings and sanctions. There is still a focus on valuing mistakes and learning from them.

During wet playtimes a member of staff or MDSs (Midday Supervisors) patrol the school and wet playtime monitors from year 6 help to supervise the Junior children. If there are any incidents during a playtime or lunchtime the teachers and/or MDSs on duty deal with it initially and then refer to the Behaviour Positive Behaviour Chart (see appendix 4).

The role of Senior Leaders

If a child has a serious incident, two reds in a week or a high frequency in a term, they will now be supported by a senior leader. The senior leader will make this a learning opportunity by having a discussion and using restorative practice if needed. In co-operation with the parents, the adults must teach the children how to solve problems and conflict. If these choices continue then the leader will meet again with the child and parents to discuss targets and develop a behaviour support plan. The targets must be SMART and help scaffold the child to make the correct choices. They then take an active role over the next two weeks discussing and evaluating the child's choices and how to improve for the next day.

The role of the Well-Being Support Lead

The class teacher or parents can refer a child to the Well-being Lead, who is a vital member of staff to intervene and further understand antecedents to the choices. Their role is first and foremost to listen and make no judgements. They want to create a

safe and calm environment, where the child feels able to talk and hopefully understand the triggers that create the poor choices. The role is proactive and not reactive and hopes to prevent further incidents by implementing different strategies to help the child. The Well-being lead also provides support to the family as a whole and works with parents to create the best outcomes for the child.

The role of the Mental Health Lead

To develop happy children and staff by sharing best practice throughout the school. A happy learning environment will be created by well-being Wednesday, PSHE lessons, assemblies and well-being day to develop the children's understanding of the five main strands of good mental health: connect, learn, active, notice and give.

5) RESTORATIVE PRACTICE

Here at Warden Hill, we aim for our children to become resilient, independent, and supportive members of our school community who have a sense of belonging. We encourage all of our children to build and maintain healthy relationships within our school in order for all children to work with and alongside each other successfully.

When our children experience conflict, we work closely with our children to give them the tools to be able to resolve conflict together and to help to restore relationships. Our children are empowered to find solutions to their own problems to help lead to a positive change where children can make amends for their actions.

We work with our children to focus on building positive and healthy relationships that create change in a supportive, yet challenging environment. We truly believe that by teaching our children these problem solving skills when learning how to repair relationships that need strengthening will equip our children with the skills that they will undoubtedly need as serving members of the community.

6) REPORTING AND RECORDING

If a child receives a red, then an incident form should be completed by the class teacher on CPOMS (Child Protection Online Management System). The form is confidential and for internal use but can be shared with other agencies if deemed necessary. The form will include the details of the incidents, the children involved and any actions taken. It will then serve as a record of a child's behaviour over time and allow SLT and Well-being Lead to identify patterns of behaviours.

7) DEFINITION OF A SERIOUS INCIDENT

Serious incidents that would bypass our normal steps on our Positive Behaviour Chart, are very rare. However, there are occasions that are sufficiently serious that warrant direct involvement with a senior member of staff. These might include, but are not exclusive of, disrespect to staff, property or cultures, swearing, violence against staff or pupils, bullying or any discriminatory behaviour.

8) EXCLUSIONS

If misbehaviour is serious and continues, the Head Teacher will follow the LA exclusion guidelines. (See Appendix 1)

Behaviour Outside School

The behaviour of children outside school can be considered for grounds for exclusion. Our policy sets out the expectation of behaviour on and off the school premises.

The head teacher could exclude a child for any misbehaviour while the child is:

- taking part in a school related activity
- travelling to/from school
- wearing our school uniform or in some other way identifiable as a child at our school

Exclusion could also be used for misbehaviour at any time that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

9) EQUAL OPPORTUNITIES

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

10) LINKS WITH OTHER POLICIES

This policy is to be read in conjunction with the following policies:

Anti-Bullying Policy

ICT Acceptable Use Policy

Safeguarding and Child Protection Policy

This policy complies with [Section 89 of the Education and Inspections Act 2006](#) and Keeping Children safe in Education September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf

Appendix 1: Fixed-term and permanent exclusions

Only the Head Teacher (or the acting 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 and may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The head teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for 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. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, 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. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The link below gives more information for parents and carers:

<http://www.gloucestershire.gov.uk/article/107601/What-to-do-if-your-child-is-excluded-from-school>

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Appendix 2: Code of Conduct

Code of Conduct for everyone at Warden Hill Primary School

IN GENERAL

Politeness

- * Use an appropriate volume of voice
- * Use language which is neither abusive nor offensive
- * Offer to help others
- * Eat sensibly and quietly at lunch times
- * Be welcoming to visitors

Listen to others and expect to be listened to

- * Try to understand other people's point of view
- * Do not interrupt
- * Be silent when required
- * Do not answer back.

Take care of our school

- * Take care of our displays
- * Keep the walls and furniture clean and unmarked
- * Put all litter in bins (even if this means carrying it until you find a bin)
- * Wear the correct uniform
- * Report any damage you see to a teacher
- * Use toilets in an acceptable way.

Respect for property

- * Leave things alone that are not yours
- * Return things to whom they belong
- * Use things in a sensible way
- * Leave things in the best condition possible
- * Tidy up even if it's not your mess

OUT OF CLASS

- * Keep to the left when walking along corridors or stairs
- * Walk rather than running, pushing or barging past others
- * Be ready to help by opening doors
- * Be ready to help by offering to carry things

IN THE PLAYGROUND

- * Be considerate
- * Allow everyone to choose what they want to do
- * Leave others alone if that is what they want
- * Choose what you say carefully
- * Think about how others will feel about your actions
- * Don't be rough
- * Line up properly

Appendix 3: Positive Behaviour Chart

5. Head Teacher- Step 5

- 5.1 Head Teacher Intervention - involving the team around the child (parents, teachers, SENDCO, Pastoral Support and outside agencies), including relevant documents (behaviour record chart, behaviour incident forms).
- 5.2 Internal Exclusions to opposite Key Stage and relevant AH.
- 5.3 Fixed Term Exclusion (parents, teachers and outside agencies)

4. Assistant Heads- Step 4

- 4.1 A Pastoral Support Plan created.
- 4.2 For persistent behaviour a Behaviour Record Chart is to be devised with individual incentives for that child, which is to be discussed with the class teacher and parents. The AHs to check in daily with the child over a set period of time. A reward if the child achieves the target (as discussed with class

3. Head of Key Stage- Step 3

- 3.1 Any child removed to HOKs should have a behaviour incident form completed and filed in Folder 3 on public.
- 3.2 If the teacher speaks to the parents on numerous occasions in a term, the HOKs must set a meeting with the parents to discuss behaviour strategies. The AHs to be informed.
- 3.3 If a serious incident occurs (2.5), HOKs to be involved and AHs informed

3. SENDCO/Pastoral Support

- Class teacher to discuss with SENDCO/Pastoral Support if the child has specific needs.
- HOKs to decide whether SENDCO/Pastoral Support needs to be informed and invited to a meeting to discuss

2. Class Teacher- Step 2

- 2.1 Positively reinforce the Warden Hill Way
- 2.2 If behaviour continues, issue a yellow and miss 5 minutes of break.
- 2.3 If there is another incident that day, issue a warning and remind the child that the next step is red.
- 2.4 If the child is placed on red, they miss the whole of their break/lunch depending on severity and parents are informed.
- 2.5 If behaviour continues or a serious incident occurs (damaging school property, violence or inappropriate use of language), time out class in HOKs or AHs room and/or miss lunch depending on behaviour and when it occurred.

MDSA- Step 1

Play and Lunch Times.

- 1.1 Positively reinforce the Warden Hill Way
- 1.2 For low level behaviour give children time to reflect on behaviour by offering a 5 minute time out.
- 1.3 If behaviour is persistent or more

TA- Step 1

In Class

- 1.1 Positively reinforce the Warden Hill Way
- 1.2 Use class behaviour strategies and use a positive reminder of choices.
- 1.3 If behaviour continues, issue a yellow and miss 5 minutes of break.
- 1.4 If behaviour continues, move to the next step.

Play Times

- 1.1 Positively reinforce the Warden Hill Way
- 1.2 For low level behaviour give children time to reflect on behaviour by offering a 5 minute time out.

**All children start on Green.
Praise positive choices and children
move to light blue and on to dark
blue for a reward.**

Appendix 4: Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (behaviour in schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

This statement has been adopted by the Governing body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at Warden Hill believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life. At Warden Hill, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

All pupils, staff and visitors have the right to feel safe, valued and respected at all times at school.

All pupils have the right to learn free from the disruption of others.

High standards of behaviour are an expectation of all school community members. These should be clearly set out in the Behaviour Policy.

Warden Hill is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.

The school rules should be clearly set out in the Behaviour policy and displayed around the school. The Governors believe children should be at the heart of the development of the school rules and these should be reviewed regularly, with the involvement of the School Council.

Governors would like to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

Sanctions for unacceptable behaviour must be clearly set out in the Behaviour policy and consistently applied by all school community members.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and individual pupil and the Headteacher can exercise discretion. Sanctions, however, should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children and offering support as necessary.

We believe that children should be given opportunities and openly encouraged to support each other in personal reinforcement and personal growth, learning and recognising good behaviour.

Pupils should be helped to take responsibility for their actions.

Parents/carers should be involved in behaviour incidents, where appropriate, to foster good relationships between the school and the pupils' home life. We expect pupils and parents to co-operate to maintain an orderly climate for learning.

Pupils, staff and parents are expected to follow the Code of Conducts outlined for their behaviours.

Exclusions, particularly those that are permanent, must only be used as the very last resort.

The Governors expect the Headteacher to include guidance and clarification for staff on:

- their powers to search (for banned items)
- the use of reasonable force/physical restraint
- their powers to discipline pupils for misbehaviour outside school, witnessed by a member of staff or reported to school.

The Governors wish to emphasise that violence, threatening behaviour or abuse towards the school's staff will not be tolerated. If a parent does not conduct him/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.