



# **Positive Behaviour Policy**

## 1. Requirements

### 1.1 Change Record

Issue	Date	Author	Description
1.0	April 2012	H Mepham	Draft for staff discussion
1.1	June 2013	H Mepham	Ratification by Governors
2.0	June 2013	H Mepham	Ratification by Governors
3.0	June 2014	H Mepham	Ratification by Governors
4.0	March 2017	H Mepham	Ratification by Governors
4.1	23 August 2017	P Atkin	Significant update for discussion

Note: All issues except those of the form 'X.0' are draft.

### 1.2 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### 1.3 Approval and Review

This policy was approved by [Insert name of Committee/FGB] on [Insert meeting date]. It is due for review in the [Insert term of review].

## 2. Rationale

At Fowlmere Primary School we aim to encourage self-discipline in all children and to cultivate their developing respect for the needs and rights of others within the context of a safe working environment for children and staff. Primary School provides an opportunity for children to learn about their own behaviour and its impact on others. As such it should provide a model of good behaviour and support children to modify poor behaviours.

We aim to provide a caring learning environment with a well-planned curriculum which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

This policy is based on the DfE statutory guidance publication [Behaviour and Discipline in Schools – guidance for headteachers and school staff](#) (January 2016) and [Behaviour and Discipline in Schools – Guidance for Governing Bodies](#) (September 2015)

### 2.1 Aims

High standards of behaviour are expected from all children at Fowlmere School. To this end, this policy aims to:

- provide a well-ordered and safe environment for learning
- help and support children to develop self-confidence and self-discipline, and an understanding of what constitutes good behaviour
- create a common understanding of the limits of acceptable and unacceptable behaviour
- encourage reflectiveness on one's own behaviour

### 3. Guiding Principles

There is an expectation that all members of the school community will behave appropriately and that problems will be dealt with consistently and fairly bearing in mind the individual needs of the child.

- Following the lead of the headteacher, there is a collective staff responsibility for being good role models and encouraging responsible behaviour from all children at all times.
- We are committed to pastoral care and staff will work in partnership with parents to promote the children's self-esteem and respect for themselves and others.
- We provide quality in the delivery of the curriculum and in all teaching and learning activities so that opportunities for poor behaviour are minimised.
- Good behaviour will be recognised and rewarded.
- Children must be aware of what is expected of them and involved in developing class and school rules to implement this policy.
- Strategies for promoting good behaviour and for dealing with unacceptable behaviour, must be consistent throughout the school.
- Unacceptable behaviour should always be followed up.
- Parental involvement is an essential part of maintaining high standards of behaviour.

#### 3.1 What constitutes acceptable and unacceptable behaviour?

Behaviour we encourage:	Unacceptable behaviour includes:
<p>Attentiveness</p> <p>A sense of right and wrong</p> <p>Self-respect</p> <p>Respect for the environment</p> <p>Working co-operatively and including others</p> <p>Honesty and trust</p> <p>Fairness</p> <p>Self-discipline</p> <p>Politeness and good manners</p> <p>A positive attitude to life and learning</p> <p>Care for their property and that of others</p> <p>Commitment</p> <p>Respect for other people, their views, their culture and their work</p>	<p>Violence and aggression</p> <p>Hurting feelings</p> <p>Threatening behaviour</p> <p>Bullying</p> <p>Dishonesty</p> <p>Deliberate disobedience</p> <p>Discrimination</p> <p>Lack of respect</p> <p>Using unacceptable language</p> <p>Deliberately damaging property</p> <p>Disrupting teaching and learning</p> <p>Excluding others</p> <p>Sending hurtful or offensive messages</p>

### 4. Our approach

#### 4.1 Our responsibilities

In order for our policy to succeed all staff share a collective responsibility for its implementation. This includes:

- spending time every day building positive relationships with **all** children and each other
- sending consistent and clear, unambiguous messages about behaviour

- developing a learning environment, and classroom systems and procedures, which actively support good behaviour (eg ensuring that resources are accessible without crowding, that there is sufficient space for children to move about the classroom freely, etc)
- catching children behaving well (“doing the right thing”) and acknowledging it with them
- taking into account the individual needs of children
- making each lesson or each day a “fresh start”, not bearing grudges or taking poor behaviour towards us personally
- explicitly teaching what good behaviour looks like as part of the curriculum
- effectively communicating information about children so that all staff are well-equipped to avoid or manage challenging situations
- taking responsibility for the behaviour of all children in the school, not just one group

#### 4.2 School and class rules

The school rules are as follows:



The headteacher will review these rules with the whole school in assemblies at the start of each academic year.

Class teachers may want to adapt these rules for the specific needs of their classes – for example, make them simpler for younger children. However, class rules should cover the same broad points as the school rules above.

#### 4.3 Basic principles of behaviour management

- **Expectations:** all staff should expect the highest standards of behaviour, challenging children with a rule reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit good behaviour. Reminding children of what they need to do to behave badly is more likely to promote poor behaviour.
- **Visual timetables:** all staff should have a visual timetable on display in their classroom. This enables children to understand what to expect during the school day and is particularly supportive of children with special educational needs.
- **Separate behaviour from the child:** all staff must use clear and careful language when dealing with behaviour and ensure they keep the behaviour and the child separate.
- **Develop good relationships:** effective behaviour management relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A good relationship means that much behaviour management can be communicated effectively either non-verbally or with very discreet reminders.
- **Take-up time and calm-down time:** all staff should give appropriate take-up time, *expecting* children to modify their behaviour, but not *nagging* them to do so. In extreme situations children may need up to an hour of cool down time before a discussion can take place.
- **Preserve dignity:** as much as possible, discussion about behaviour should take place discreetly, after the lesson. Humiliation of children in front of the whole class is never acceptable. Staff should also take care when discussing pupil behaviour that it cannot be overheard.
- **Focus on primary behaviours:** many children will use secondary behaviours to deflect from the primary focus of behaviour management. Wherever possible, secondary behaviours should be ignored in order to refocus discussion on primary behaviour.
- **Fresh start:** all staff should ensure that a new day brings a fresh start.

#### 4.4 Celebrating good behaviour

All staff should actively note and praise good behaviour throughout the school. This can be done through verbal acknowledgement – “Well done for walking sensibly in the corridor” – or through extrinsic rewards:

- housepoints
- stickers
- certificates
- notes home, etc

The whole school is allocated to one of four houses. All staff may offer housepoints to children to recognise their learning, behaviour or attitudes. The use of housepoints should be closely monitored and carefully managed to ensure that it remains a motivational system for every child.

## 5. Dealing with Unacceptable Behaviour

### 5.1 Classroom setup

All classrooms should include the following items to support behaviour management

- School rules on display – or a class-appropriate version

- Visual timetable
- Well-labelled resources and locations for storage – eg for exercise books
- “Traffic-lights” cards (A4) – Red (bottom), Amber, Green and Gold (Top) – with moveable pupil names for the class
- Time-out space

Class teachers should always be ready to receive a child from another class and support their colleagues’ behaviour management.

## 5.2 “Traffic-lights” System

All children begin the day on the green card.

1. At the first sign of disruption/poor behaviour give a positive rule reminder. This can be given directly – “Remember our rule about making the most of learning time.” – or more indirectly by praising children who are doing the right thing – “\_\_\_\_, that’s really good listening behaviour.”
2. If the disruption persists, address the child directly: “\_\_\_\_, if you want to ... you need to remember our rule about ..., otherwise I will need to move you to the amber card.”
3. If the disruption still persists, move the child’s name to the amber card and give the child time-out in the classroom (EYFS/KS1 – 3 mins; KS2 – 5 mins). Timings for time-out begin when the child settles. At the end of the time out, reintegrate the child back into the lesson and take the opportunity to teach the expected behaviour. Their name stays on the amber card.
4. If the disruptive behaviour still persists, give a choice: “Either you need to follow our rule about ... or you will need to move to the red card.”
5. If after these options have been exhausted, the behaviour continues, the child moves to the red card and takes a 10 minutes time out in a paired classroom. Ideally children in Classes 1 and 2 should swap, and children in Classes 3 and 4 should swap, although teachers should be sensitive to the location of any siblings, and the availability of the class teacher.

During the time-out in another class, the child should complete a 3Rs sheet (Y2-Y6) and the teacher should log the incident in the safeguarding section of Provision Map. The 3Rs sheet should be reviewed with the child at an appropriate moment (break or lunchtime play) and filed in the class record folder.

6. If, after these stages the problem persists, send for a member of the Leadership Team.

Where children show a level of behaviour **beyond** that expected in day-to-day lessons – eg are particularly caring or supportive – they may move up on the system. For most children this will be from green to gold, but it could also be from amber to green, or red to amber, giving children the opportunity to “earn back” their behaviour status.

Children on the gold card at the end of the day will earn a housepoint for their house.

As with any system, there are opportunities to subvert it. If a teacher suspects that a child is manipulating the system, for example, by regularly getting to the same point and then rescuing it with exceptionally good behaviour they should discuss the case with the Inclusion Lead or Headteacher. An alternative system may be needed temporarily to address the issue.

## 5.3 Supporting children with Special Educational Needs

There will be occasions when the traffic-lights system is not effective for pupils with specific needs which affect their ability to manage their own behaviour. In these cases, the system may need to be varied, or thresholds changed. If this is the case, it should be part of that child’s learning plan.

Teachers should consider, with the consent of the family, sharing this information with the class so that other children understand why a variation is being applied.

In all cases, the variation should be considered to be short-term, whilst other strands of the learning plan address the behaviour in question.

#### **5.4 Supporting staff who work outside the classroom**

The same system should be used when children work outside the classroom – for example with a teaching assistant engaged in an intervention.

A laminated card with the four colours should be used to track each pupil on the intervention with the names written in dry-wipe pen. This means that the current status of each pupil outside the classroom can be collected from the class, managed by the teaching assistant or volunteer as in section 5.2 above, and then fed back into the class at the end of the session.

Any member of staff or volunteer working with pupils in the school has the authority to send a child who has been put on the red card to a classroom for time out. If a child refuses to go, the member of staff will be supported by a member of the Leadership Team.

#### **5.5 On the playground or Butts**

Playtimes are naturally less structured than lesson times, but the same expectations of behaviour should exist. Supervising staff should actively discourage play fighting by redirecting children to the play equipment or suggesting alternative games. Equally, play with “guns” should be discouraged.

The same six points apply:

1. At the first sign of poor behaviour give a positive rule reminder. This is most likely to be given directly – “Remember our rule about being kind and caring.”
2. If the poor behaviour persists, address the child directly: “\_\_\_\_\_, if you want to ... you need to remember our rule about ..., otherwise you will need to take time-out.”
3. If the disruption still persists, give the child time-out on the benches in the playground, or on the bench near the crossing on the Butts (EYFS/KS1 – 3 mins; KS2 – 5 mins). Timings for time-out begin when the child settles. At the end of the time out, reintegrate the child back into the playtime and take the opportunity to teach the expected behaviour. Make a note of the child’s name so that the teacher can move them on the system in the class.
4. If the disruptive behaviour still persists, give a choice: “Either you need to follow our rule about ... or you will need to go inside.”
5. If after these options have been exhausted, the behaviour continues, the child takes a 10 minutes time out inside. The member of staff on duty should call the duty teacher or headteacher on the walkie-talkie for assistance.

During the time-out inside, the child should complete a 3Rs sheet (Y2-Y6) and the teacher should log the incident in the safeguarding section of Provision Map. The 3Rs sheet should be reviewed with the child at an appropriate moment (break or lunchtime play) and filed in the class record folder.

6. If, after these stages the problem persists, send for a member of the Leadership Team.

#### **5.6 Serious unacceptable behaviour**

Occasionally, a child may exhibit a behaviour which is more serious and needs immediate action. These behaviours may include, but are not limited to:

- fighting
- deliberately hurting others
- prejudice-related incidents
- swearing deliberately intended to offend
- overt refusal to follow the reasonable instructions of an adult

In these cases, children should proceed immediately to the red card, take time out in a paired classroom (or be taken inside from playtime) and complete a 3Rs sheet and have the incident logged.

In line with the guiding principles, staff following up these incidents should remember to investigate fully and not make assumptions. Again, it is the behaviour which is having a consequence applied, not the child. Staff should bear in mind that the child caught swearing at another pupil may well be being bullied and has finally reached their limit.

Strategies when following up seriously unacceptable behaviour include:

- Talk to child/children on their own at the beginning of their playtime or lunchtime.
- Working on their own in the classroom, or just outside.
- Loss of privileges.
- Loss of playtime, delayed playtime or walking around with teacher on duty.
- Communicating with parents.
- Classroom behaviour contracts.
- Writing a letter of apology or other restitution.
- Child to stay in at the beginning of lunchtime play (after they have eaten).

It is not appropriate to deny children snack or lunch as a consequence of poor behaviour.

Other strategies are available where behaviour issues are persistent or extreme.

- Individual Behaviour Planning, through a learning plan
- Home/school book.
- Use of Reflect, Resolve, Restore (3R) Sheets
- Regular meetings with parents (as part of behaviour planning)
- Negotiate contract of acceptable behaviour with children and parents.
- Involvement of outside agencies – school nurse, FSW, EWO, GP, Brookside.
- Early Help Assessment
- Internal exclusion

Both detention (child staying after school) and exclusion are options available within law.

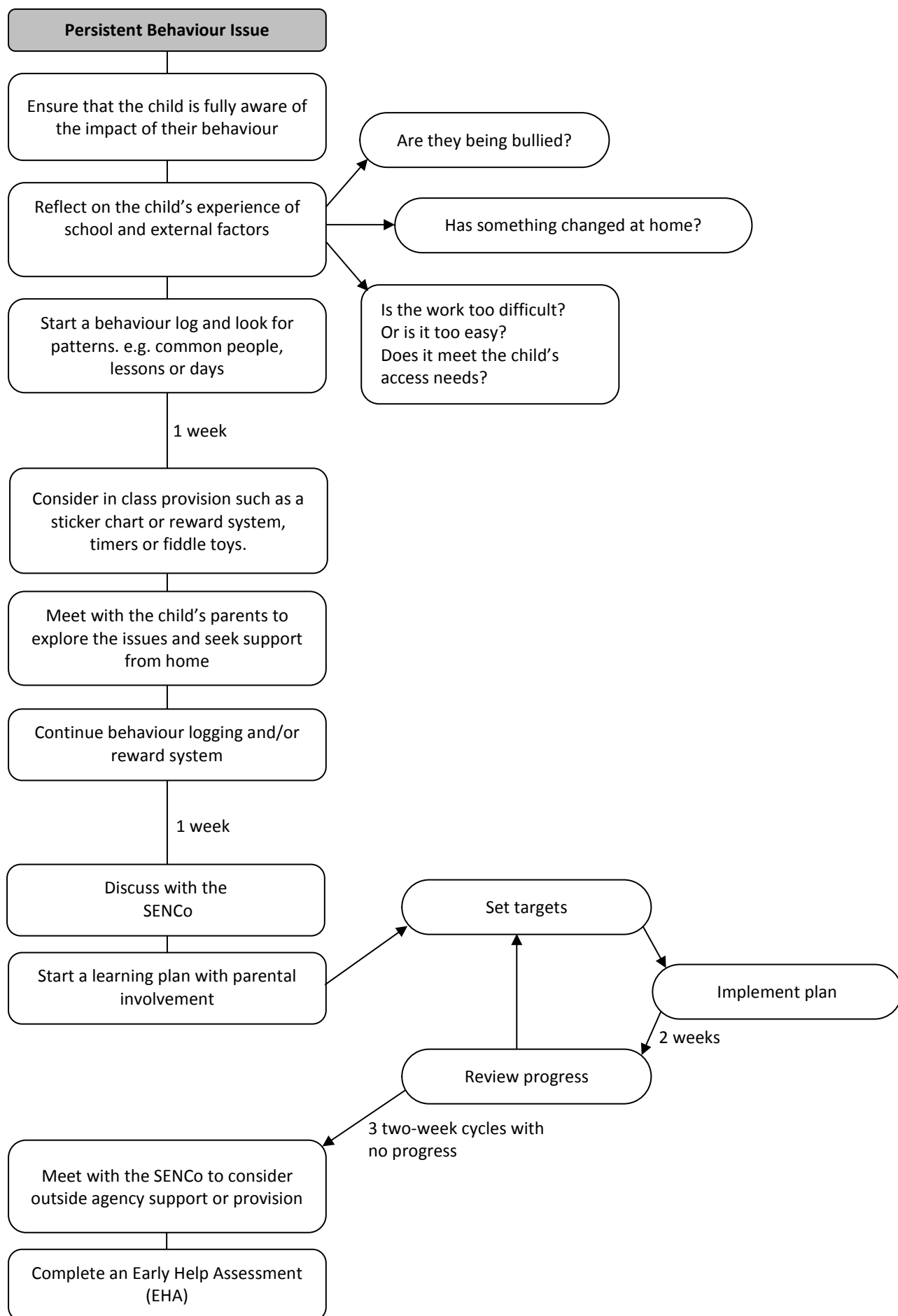
The school will only use exclusion in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others.

### **5.7 Persistent poor behaviour**

For some children the individual incidence of poor behaviour may not be intrinsically serious, but it is persistent. Staff and children alike deserve to feel that persistent poor behaviour is being dealt with.

Persistent behaviour issues are often complex and take time to solve. The following flow chart should be used when planning intervention to deal with persistent poor behaviour.





## **6. Record Keeping**

All behaviour which reaches the red card should be logged in the school's Provision Map software so that it can be monitored by the Leadership Team and persistent problems identified and tackled.

Class teachers should keep records sufficient to identify persistent behaviour problems. This may include keeping a note of the children on the amber and red cards each day or those children who have "played the system".

If a persistent behaviour issue is identified, the behaviour logging sheet given in Appendix 1 should be used.

Appendix 1 – Useful sheets

- Reflect, Resolve and Restore – The Three Rs (KS2)
- Reflect, Resolve and Restore – The Three Rs (KS1)
- Pupil Behaviour Logging Sheet
- Teacher ABCD Behaviour Logging Sheet

## Reflect, Resolve and Restore – The Three Rs



Name:

Date:

This form is designed to help you think about your behaviour, what effect it has had on other people and how you might put things right.

Think carefully about your answers.

Reflect

Tell us about what went wrong.

What was the effect on other people?

Resolve

What could you do to solve the problem?

How might other people help you?

Restore

What could you do to make the other people involved feel better?

How do **you** feel about this now?



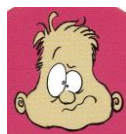
Happy



Confident



Hopeful



Confused



Frustrated



Sad



Lonely



Angry

Signed (Pupil):

Signed (Staff):

## Reflect, Resolve and Restore – The Three Rs



Name:

Date:

This form is here to help you think about your behaviour, what effect it has had on other people and how you might put things right.

Think carefully about your answers.

Reflect

Tell us about what went wrong.

How did this make other people feel?



Happy



Hopeful



Confused



Sad



Lonely



Angry

Resolve

How could you solve it?

Who could help you?

Restore

What would make it better?

How do **you** feel about this now?



Happy



Hopeful



Confused



Sad



Lonely



Angry

Signed (Pupil):

Signed (Staff):

# Behaviour Logging Sheet



Name

Week Beginning

	Morning			Afternoon	
	Lessons	Playtime	Lessons	Lunchtime	Lessons
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

# Log of individual pupil behaviours (Teacher Use)

Child's Name

Date started

Sheet No.



Date & Time	A – Antecedents What was happening prior to the displayed behaviours?	B – Behaviours What did the behaviours look like?	C – Consequences What were the outcomes of the behaviours?	D – Decisions What needs to change to improve the behaviours?