

# **Netherthorpe Primary School Promoting Positive Behaviour Policy, reviewed and updated 2018**

This policy should be read alongside our Learning and Teaching, Anti-Bullying and Physical Restraint Policies.

**Learning is an exciting journey, one of discovery and adventure...**

**Walking through the door you will be met by a sea of friendly, smiling, eager faces that tell you learning here is exciting and lots of fun. We are all ready, willing and committed to achieving our very best, through the inclusive, practical and stimulating opportunities created especially for us. We are confident problem solvers who love a challenge; we know that learning involves taking risks and making mistakes. We have the highest expectations and respect for ourselves and others. Our vitality for learning extends beyond the school day and the school gates.**

**Our school community is a wonderful mix of people from all over the world. We have many different interests and talents that we love to celebrate and share with one another. We are safe, healthy and happy in a learning environment that nurtures, supports and empowers. Every member of our school community is valued: we all have a choice and a voice. The road to lifelong learning begins here!**

**We are proud to belong to Netherthorpe Primary School...where everyone has a chance to shine.**

## **Aims**

We strive to create this ethos by:

- Creating a caring atmosphere in which teaching and learning can take place in a safe and happy atmosphere.
- Using consistent whole school, behaviour management strategies.
- Creating and sustaining a high quality school environment.
- Being excellent role models in our own relationships with children, parents and staff by demonstrating considerate, caring responses.
- Working with parents to share our behaviour strategies.
- Encouraging children to make good choices and take increasing responsibility for their own self-discipline.
- Consulting children on classroom promises.
- Teaching our children strategies to manage behaviours which distract them from learning.
- Providing additional social and emotional learning opportunities for vulnerable pupils who may display behavioural difficulties.
- Monitoring rates and patterns of inappropriate behaviour.
- Embed the principles of SAFE (Secure Attachment Focused Environment) across school to support the development of positive relationships of all children with staff and with one another.

## **Whole School Strategies**

At Netherthorpe Primary we believe our behaviour is a strength and this area of school life has improved consistently over time. We believe that our children are now motivated by an intrinsic desire to learn and we do not aim to control behaviour through punishment and

rewards. For punishments to be effective long term, they would need to be applied every time the behaviour is exhibited (which is difficult to achieve when children are outside the environment where the punishment is implemented). If punishments are delivered inconsistently this makes the process ineffective. We believe that rewarding 'good behaviour' sends a message to the children that they are doing something difficult or special; this can make good behaviour less desirable. Whilst such systems have proven to be effective, children can be over reliant on the extrinsic reward, making it difficult to adjust when the reward is removed. We also believe there can be a lack of consistency in implementing formal reward systems that rely on objects as a reward (eg, tokens, stickers, green cards, etc).

All staff exercise flexibility in order to meet individual need. Where possible, we keep to planned routines and manage situations to avoid creating stress for our children. We use visual timetables to reinforce the sense of a planned calm day and also to highlight any planned changes to the usual routines. When managing inappropriate behaviour or resolving conflict, our staff speak in a measured, calm voice and express sadness and disappointment at the behaviour rather than at the child. Wherever possible, we reference the whole school Golden rules (see below). This reinforces consistency and helps the child to be responsible for their behaviour. At Netherthorpe we see the emotional health and well-being of our children as of paramount importance. We inform, consult and discuss strategies with parents when there are persistent inappropriate behaviour incidents involving their child.

## Golden Rules

These were negotiated with children and parents and underpin our efforts to create a respectful, safe and thriving learning community. They have been adapted for use in EYFS and can be found in Appendix 1 at the end of this policy:

**We always try hard with our learning.**

**We respect each other and ourselves.**

**We use kind words and listen when others are speaking.**

**We look after our school.**

**We move around school safely.**

## Considering Factors

All staff in school strive to promote an ethos of praise and affirmation. We 'catch' children behaving well and acknowledge and praise positive behaviour. We believe that a behaviour is 'outstanding' therefore we do not aim to control behaviour through the use of punishment and rewards. By focusing on the underlying cause of the behaviour enables staff to respond more effectively and teaches children more appropriate ways of expressing their need for support. We consider a variety of factors when managing behaviour which include:

environmental

- learning/teaching styles
- expectations
- routines
- communication
- positive relationships
- The Arousal Spectrum (triggers, escalation behaviours, etc).
- De-escalation techniques.
- Verbal advice and support
- Reassurance
- Negotiation
- Limited choices

- Humour
- Tactical ignoring
- Time-out/time in
- Supportive touch.
- Transfer adult/staff
- Success reminders
- Listening
- Removing audience

### SAFE (Safer Attachment Focused Environments) approaches

We understand and follow SAFE (Safer Attachment Focused Environments) approaches across school. Staff understand the importance of:

- Welcoming each child into the school grounds and classroom.
- Attunement/reciprocity, regulation and brain development.
- Regulation and positive relationships so they are ready to learn.
- Experimental learning.
- Developing emotional literacy.
- Teaching children self-regulation techniques.
- Acknowledging the children's feelings.
- All children feeling heard, noticed and understood.

### Post Incident Learning (PILS)

At Netherthorpe we believe that it is extremely important that the children learn from their mistakes therefore we use Post Incident Support to try teach children how to control their own behaviour. When an 'incident' has occurred Post Incident Support is delivered by either the Headteacher or Deputy Headteacher using the following structure:

**Listen** to the child's point of view first. During this stage we use listening skills such as paraphrasing, summarizing, allowing silence and not making judgements.

**Link** the feeling to the behaviour using questions such as "How did that make you feel?".

**Learn** alternative strategies for when the child feels that way. The Deputy/Headteacher will explain why they took the action they did. Staff will consider what they could do to support the child better next time. Any consequences will be linked to behaviour. During this stage, it is important that the PILS structure explores three key areas: the experience, the feelings and the behaviours. This simple approach involves listening to the child's point of view first; linking their feelings to the behaviour; and learning alternative behaviours for the next time the child feels that way. The following three simple questions form a structure for conversation with the intent of teaching the children more appropriate behaviours:

1. What happened?
2. How did this make you feel?
3. What could you do the next time you feel that way?

The post incident support structure aims to reduce incidents, but also improve the outcomes for the children by teaching them alternative strategies to externalise their feelings.

### Behaviour Incident File

Every time post incident learning is completed with a child, a written recording is made by the child themselves which are then kept in the Behaviour Incident File. This information is also recorded onto SIMs and is regularly analysed to determine any patterns of behaviour and to review behaviour management.

## Helping Vulnerable Children

Each class has an ECM book in which any concerns or incidents are recorded and monitored regularly by the Inclusion Team. However, any concerns should be shared as soon as possible – the school encourages early identification and discussion of behaviour.

We provide nurture and intervention time in small groups for children who have behavioural difficulties. This is carried out by our Learning Mentor. This small group time enables us to reinforce our clear systems and structures and our clear expectations about behaviour. It enables the children to practise their calming down tricks and social skills in a smaller group.

## Assemblies:

Our assemblies are a forum for supporting our PSHE work and a time to promote and celebrate understanding, tolerance and an interest in the beliefs and culture of the whole community. We expect our children to walk quietly into assembly and to sit calmly and to leave quietly. Assemblies are not passive. We encourage our children to listen, reflect, sing and to take turns in showing and explaining their ideas and work.

- Weekly Emotional Literacy Assembly

Emotional intelligence and emotional literacy both refer to the ability to recognise, understand, handle and appropriately express emotions. 'Emotional intelligence' is a person's overall ability to deal with their emotions, while 'emotional literacy' suggests a person's ability to communicate their emotions through words and read them in others. We believe that all children need to have their emotional literacy/intelligence nurtured, supported and encouraged, so we deliver a weekly assembly that teaches the children to recognise their feelings as they happen modelling, teaching and empowering them towards becoming emotionally literate.

- Weekly Shine Award Assembly

One child per class is awarded a Shine Award each week which is presented to him/her during assembly. The focus for the award is achievement in learning. Over the course of the year each child should be considered for an award with class teachers keeping an overview of which children have already received awards. Children are encouraged to know why they have been awarded shine awards and are asked to discuss their achievements. The focus of Shine Awards links to use of Learning Muscles or promoting good behaviour across school. Parents are invited to these assemblies.

## PSHE/SEAL and P4C

PSHE (including aspects of SEAL) and P4C sessions are core parts of our behaviour management. During PSHE, P4C lessons and Netherthorpe Voice meetings children and adults learn about the link between feelings, thoughts and behaviours. We teach our children calming down strategies and how to recognise, name and manage the powerful feelings that can sometimes overwhelm them and lead to behaviours that impede learning.

## High Quality Teaching

All practitioners encourage good behaviour by using clear verbal and non-verbal communication so that all children are able to understand instructions and explanations. We use visual cues and Makaton to promote good behaviour (eg 'Good Sitting' and 'Lining Up' Communication in Print prompts).

## Physical Environment

We show our children that we value and care for them by taking pride in our physical environment. We care for and manage our buildings and resources to the best of our abilities, including the playground and dining hall. We present our children with quality resources and display and celebrate their work with care.

### Busy Times

We all walk calmly and use indoor voices when moving about inside school. When moving around school, lining up for dinner and during tidy up times we teach our children to keep to their own personal space and to take turns and show respect for one another.

### Play Times

Duty staff and 'Peer Mentors' work together to ensure that all children enjoy a happy and safe playtime. The playground is zoned so that children are able to play football, basketball and other physical games or enjoy a quieter time in the story area. At the end of playtime the duty staff or welfare supervisors blow the whistle to signal that the children should stop and wait to be asked to line up. We expect our children to walk to their class lines and wait quietly for their class teacher to lead them into the building.

### Lunch Times

Our Foundation children eat their lunch in the hall before the older children. We allow children to sit with their friends so that the dining experience is a positive social time. Our Midday Supervisors encourage the children to be well mannered and praise them accordingly. Class teachers and Midday Supervisors identify and monitor children who need support to enjoy safe and enjoyable social times at lunchtimes or who find it difficult to eat their lunch. Midday Supervisors have regular meetings with a member of the SLT to discuss behaviour management. We have a Play Pod in the main playground that is used by children from Y2 to Y6. Children are encouraged to play co-operatively and creatively. Due to the small size of the playground, we also make use of the Sports Hall and the Ponderosa, whenever possible, to enable the children to have as much room to run and play as possible.

### Monitoring

Classroom teachers monitor and record frequent and severe inappropriate behaviour within their classes. School uses Behaviour Incident forms to record when a red card is given. These forms are monitored for frequency and to look for patterns or triggers. Teachers have half termly pupil progress meetings with the headteacher and Leadership Team where behaviour is discussed along with learning and progress. The data from the class behaviour records is transferred to a whole school record so that behaviour needs within specific groups and for individuals can be identified, discussed and planned for. Class teachers also record concerns about behaviour on ECM checklists. These are monitored by the Inclusion team each month. The headteacher reports the number of bullying incidents to Governors every term and reports annually to the LEA.

### Bullying

We believe and teach that bullying is always wrong. Bullying is targeted, persistent behaviour which hurts, threatens or intimidates others. We encourage our children to tell an adult if they or others are being bullied. (See Anti-Bullying Policy)

### Health and Safety

If a child leaves the school site without permission at any time during the school day, members of staff will not follow the child off site. They will inform the headteacher and the office staff immediately and parents/carers will be informed. If this is not possible, then the

police will be informed that a child is missing. If appropriate, Social Care will also be informed as appropriate.

### Positive Handling Plans

Children with ongoing behaviour difficulties in school will have a positive behaviour plan written for them. This plan details the child's behaviours during a crisis situation and includes ways in which they can be de-escalated. A positive handling plan is a working document; it will be shared with all members of staff working with the child and added to where necessary. Please see Physical Restraint policy.

### Exclusions

#### **Fixed term exclusions**

A decision to exclude a pupil is taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions are for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into school afterwards. Ofsted inspection evidence suggests that 1–3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, head/teachers in charge should consider alternative strategies for addressing that behaviour.

Only the headteacher or, in the long-term absence of the headteacher, the acting headteacher/teacher in charge can exclude a pupil.

#### **Permanent Exclusions**

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the headteacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child.

For a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon.

## Appendix 1: EYFS Behaviour Policy/Information

In the Netherthorpe Primary Foundation Stage, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

### **Aims**

To maintain a behaviour policy supported and followed by parents, teachers and children, based on a sense of community and shared values.

By applying positive policies, we aim:

- To create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the Early Years Foundation Stage, positive values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for the children.
- To make clear to children the distinction between minor and more serious misbehaviour and the sanction that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and co-operative behaviour between and across Foundation and the whole school.
- To embed the principles of SAFE (Secure attachment Focused environment) to support the development of positive relationships of all children with staff and with one another.

### **Our Practice**

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting.
- We explain to children when behaviour has not been acceptable and discuss their behaviour when the child is in an appropriate state to listen and understand, i.e. not at a time of emotional crisis.

- We encourage and model appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We explicitly teach children to name a wide range of emotions and encourage children to identify the emotions they experience through PSHE lessons.
- We encourage children to be aware of EYFS routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour in a behaviour file. We record incidents in the incident book and inform parents/carers of the incident.
- We keep parents informed and involved about their child's behaviour from the outset.
- We deal with negative behaviour at the earliest opportunity.

### How we encourage positive behaviour

- If appropriate, we refocus the child's attention on another activity and then praise immediately.
- We focus on activities and routines that encourage sharing, negotiation and cooperation.
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts and set good examples.
- We consult with the children to draw up rules for behaviour within our setting and involve parents in establishing rules for appropriate behaviour and our Golden Rules are simple and child friendly. The children are praised for following the golden rules.



- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We encourage the children to express openly their feelings/likes and dislikes

- We use praise specifically related to the children's actions or behaviours – this includes verbal praise, the use of individual stickers and a whole class reward adding pegs to our class sunshine. When the class sunshine is full of pegs the children are allowed to choose a reward from the chart.
- We help the children to understand the consequences and effects of their behaviour on others. Post incident support is completed by staff when necessary (when golden rules are repeatedly broken or one off incidents occur) and focus around the following three questions:
  1. What happened?
  2. How did it make you feel?
  3. What could you do next time?
- The above questions are sometimes used collaboratively to help them resolve conflicts with each other.
- We have a strong pastoral element to our work in class and staff continually reinforce the rules during the school day.
- The first set of PSED sessions taught focus around the golden rules.
- One assembly a week (Tuesday) will explore the characteristics of learning with the children.
- We 'catch' children demonstrating positive behaviour and acknowledge and praise this behaviour.
- We acknowledge how children are feeling without adding judgments and before trying to 'solve' difficulties.
- We support the development of trust with children by mirroring behaviour and becoming attuned to children, as appropriate, at times when the child is calm and happy. This supports building a positive relationship that will benefit the child at times of emotional crisis or difficulty.