

Two Village C of E Primary School



Positive Behaviour Policy



Positive Behaviour Policy

Aims

- For every member of the school community to feel happy, safe, respected, and valued;
- To enable every learner to reach their full potential;
- To include all members of the school community in the process of promoting appropriate behaviour;
- To enable all members of the school to become good citizens;
- To identify clear expectations and be easy for everyone to follow;

Key Principles - Two Village Golden Rules

These five objectives are known as our Two Village Golden Rules and were devised by the children with the help of our School Council based on the right to feel safe, the right to be treated with respect and the right to learn. They are on display in each classroom in the school and referred to regularly.

- 1. Respect people's property, including the school.**
- 2. Always use kind words and kind actions towards others.**
- 3. Always use good manners and be respectful towards everyone.**
- 4. Always be honest.**
- 5. Keep on trying – don't give up, even if things are difficult.**

The golden rules are displayed in classrooms, regularly reinforced in both classroom practice, adult role models and in our daily practice and school ethos.

These golden rules will be reviewed by the children and adapted based on their ideas and suggestions.

Strategies

We actively promote positive behaviour through praise and rewards in all areas of school life and explicitly teach and reinforce this through our PSHCE curriculum and whole school assemblies. We follow the guidelines in 'The Essex Approach – Understanding and Responding to Challenging Behaviour in the Classroom' (Copy kept in the Staff Room).

Rewards at Two Village include:

- Praise for appropriate behaviour
- Class Dojo points
- Headteacher Award stickers
- Individual teachers/classes also have their own reward systems in place
- MDA's use a range of strategies, including certificates to reward positive behaviour, stickers, Dojos and one child from each class chosen fortnightly to have lunch with the Headteacher
- Positive phone calls and feedback to parents
- Improvement award certificates given out during 'Celebration Assembly' to celebrate children's achievements
- Values certificates
- Half termly postcards sent to two children each half term from the Headteacher to celebrate success
- Collaborative Coins - class team rewards

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Two Village Church of England Primary School

We have a clear whole school behaviour management system based on rewarding positive behaviour and applying constructive sanctions to ‘put right’ incidences of inappropriate behaviour. The children are expected to follow our Two Village Golden Rules (see above).

There will be zero tolerance of inappropriate behaviour.

Staff will be effective in dealing with challenging behaviour by:

- Consistently operating the agreed rules and routines
- There will be clear guidelines as to who deals with the inappropriate behaviour
- Clear instructions will be given to the children
- Always encouraging good behaviour
- Reducing minor low level behaviour by planning highly engaging lessons where children are inspired to learn

In addition to this, the stages below can be used to encourage positive behaviour. They may include class and/or individual strategies and these may be used in conjunction with other colleagues, for example, the SENCO. Where inappropriate behaviour occurs staff will work through the following list of stages. At each stage pupils will be offered the opportunity to correct their mistakes and encouraged to improve their future behaviour.

BEHAVIOUR IN CLASSROOMS

STAGE 1		
Action	Consequence	Examples of Behaviour
Look for something to praise Proximal praise alongside tactical ignoring	Stern look Shake head Visual sign/cue	<ul style="list-style-type: none"> • Talking whilst an adult or other children are talking • Fidgeting • Running in corridors • Calling out • Not sitting in correct place • Shouting across the room • Talking instead of working • Ridiculing others ideas or work • Ignoring instructions • Doodling on book covers • Poor quality work compared to the pupil’s usual standard

STAGE 2		
Action	Consequence	Examples of Behaviour
Reminder of the rules	Refocus on behaviour “I want to see you ...” Positive rule reminder (reinforce what good behaviour looks like, expectations) “(Name), At Two Village we... thank you”	<ul style="list-style-type: none"> • Continuation of the above behaviours • Speaking rudely to adults or other children

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	<p>Simple verbal direction (only deal with the primary behaviour, assume compliance)</p> <p>Simple question (What's our rule on...? What should you be doing? etc)</p>	
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STAGE 3

Action	Consequence	Examples of Behaviour
<p>Warning and a choice</p> <p>Sanction of wrong choice: Logical consequences</p>	<p>Warning using traffic light system in class.</p> <p>Traffic Light system - At the start of each session, children start with their name on a green traffic light. A second warning in class will move them to amber and a third warning will move them to red. If a pupil moves to red, they will spend 5 minutes, with their work, in another classroom (class above) or at the office (Year 6). They can work hard to move back to green before the end of the session. If they remain on red, they will lose part of their break time/lunchtime.</p> <p>Asking pupil to repair the situation or/and follow the outlined logical consequence for that behaviour. See table below.</p>	<ul style="list-style-type: none"> • Repeated behaviour from the stage above • Low level verbal abuse of another pupil

Behaviour	Logical Consequence
Disturbing teaching and learning	Prepare a statement of apology to class during own time (play, lunch, or home)
Not completing enough work in your lesson	Work to be completed at playtime, lunchtime or at home.
Upsetting someone else	Write a letter of apology during your own time (play, lunch, or home)
Poor behaviour on the playground	Miss the chance to share some of your playtime or lunchtime with your friends.
Disturbing people in assembly.	Practice sitting quietly at playtime/lunchtime.
Running around school, disturbing others by moving around school noisily, or being in places you shouldn't be.	Practice sitting quietly at playtime

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STAGE 4		
Action	Consequence	Examples of Behaviour
<p>Time out in another class</p> <p>ABC form completed by teacher – if appropriate</p> <p>HT/DHT informed – record kept and behaviour monitored</p> <p>Class teacher to talk to parent</p>	<p>Time out in another class (work to be taken with child – all staff to have examples of independent work prepared to use in this situation)</p> <p>Playtime or some of lunchtime to be missed</p> <p>Missing particular activity if there may be a health and safety risk</p>	<ul style="list-style-type: none"> • Repeated behaviour from stage above • Swearing • Refusal to obey instructions • Hurting others • Defacing others work • Walking out of the classroom • Deliberately breaking or misusing equipment • Spitting • Dangerous behaviour • Fighting • Provoking another child which leads to fighting

STAGE 4		
Action	Consequence	Examples of Behaviour
<p>ABC form completed by teacher</p> <p>Referred to SMT who will set up a behaviour record to monitor behaviour daily which will be shared with parent/carer</p> <p>SENCO informed to discuss possibility of individual program of work or referral to the specialist teacher team</p>	<p>Two week behaviour record to be kept monitored each day by class teacher and shared with parent/carer</p>	<ul style="list-style-type: none"> • Repeated behaviour from stage above • Being sent out of the classroom twice in one day, or more than three times in a week • Taking other people's property

STAGE 5		
Action	Consequence	Examples of Behaviour
<p>Referred to Headteacher</p> <p>Referral to Behaviour Support Team</p>	<p>Head teacher/ SENCO/ Behaviour Support Team/ Class teacher to draw up an individual Pupil Support Plan (PSP) which is discussed and agreed with parent/carer and child</p> <p>Possible withdrawal from the class for a sustained period of time (independent work programme to be completed outside the classroom)</p>	<ul style="list-style-type: none"> • Repeated behaviour from stages above • No change in behaviour as a result of two week behaviour monitoring record • Unprovoked fighting with another child • Fighting where the child has to be restrained by the teacher • Refusal to leave the classroom when asked to do so or consistent refusal to follow instructions • Extreme rudeness/swearing at staff members

		<ul style="list-style-type: none"> • Racial abuse of any kind (See specific guidance on racial incidents) Intentional hitting of a teacher or dangerous behaviour towards adults and children.
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STAGE 6		
Action	Consequence	Examples of Behaviour
Referred to Headteacher Advice from Behaviour Support Team	Possible 'Managed Move' or Permanent Exclusion*	<ul style="list-style-type: none"> • Sustained disruptive or aggressive behaviour • No change in behaviour as a result of PSP

BEHAVIOUR AT BREAKTIMES/LUNCHTIMES

WARNING		
Action	Consequence	Examples of Behaviour
Look for something to praise Proximal praise alongside tactical ignoring	Stern look Shake head Visual sign/cue	<ul style="list-style-type: none"> • Talking over an adult • Not sitting still in the hall • Running in corridors/hall • Not sitting in the correct place • Shouting across the hall • Saying unkind things to others • Ignoring instructions

1st YELLOW CARD		
Action	Consequence	Examples of Behaviour
Reminder of the rules and warning	Refocus on behaviour "I want to see you ..." Positive rule reminder (reinforce what good behaviour looks like, expectations) " (Name), at Two Village we... thank you" Simple verbal direction (only deal with the primary behaviour, assume compliance) Simple question (What's our rule on...? What should you be doing? etc)	

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2 nd YELLOW CARD		
Action	Consequence	Examples of Behaviour
Final warning and a choice Sanction of wrong choice: Logical consequences	Pupil asked to take some time out to think about changing their behaviour. Asking pupil to repair the situation or/and follow the outlined logical consequence for that behaviour. See table below.	<ul style="list-style-type: none"> • Repeated behaviour from the stage above

RED CARD		
Action	Consequence	Examples of Behaviour
Sanction of wrong choice: Logical consequences	Pupil sent in to see a member of the SLT. Asking pupil to repair the situation or/and follow the outlined logical consequence for that behaviour. See table below.	<ul style="list-style-type: none"> • Repeated behaviour from the stage above
Behaviour	Logical Consequence	
Upsetting someone else Poor behaviour on the playground Running around school, disturbing others by moving around school noisily, or being in places you shouldn't be.	Write a letter of apology during own time (play, lunch, or home) Miss the chance to share some of playtime or lunchtime.	

IMMEDIATE RED CARD		
Action	Consequence	Examples of Behaviour
Sent immediately inside	Playtime or some of lunchtime to be missed	<ul style="list-style-type: none"> • Swearing • Refusal to obey instructions • Hurting others

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<p>ABC form completed by staff – if appropriate</p> <p>HT/DHT informed – record kept and behaviour monitored</p> <p>Class teacher to talk to parent</p>	<p>If incidents occurred on the playground, the child may be limited to a given zone on the playground area until he/she proves him/herself to be capable of positive playground behaviour.</p>	<ul style="list-style-type: none"> • Deliberately breaking or misusing equipment • Spitting • Dangerous behaviour • Fighting • Provoking another child which leads to fighting
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DEALING WITH REPEATED POOR BEHAVIOUR		
Action	Consequence	Examples of Behaviour
<p>ABC form completed by teacher</p> <p>Referred to SLT who will set up a behaviour record to monitor behaviour daily which will be shared with parent/carer</p> <p>SENCO informed to discuss possibility of individual program of work or referral to the specialist teacher team</p>	<p>Two week behaviour record to be kept monitored each day by class teacher and shared with parent/carer</p> <p>If incidents occurred on the playground, a period of limited involvement in playtimes building up gradually as child proves him/herself to be capable of positive playground behaviour</p>	<ul style="list-style-type: none"> • Repeated behaviour from stage above • Being sent in twice in one day, or more than three times in a week

DEALING WITH REPEATED POOR BEHAVIOUR		
Action	Consequence	Examples of Behaviour
<p>Referred to Headteacher immediately</p> <p>Referral to Behaviour Support Team</p>	<p>Head teacher/ SENCO/ Behaviour Support Team/ Class teacher to draw up an individual Pupil Support Plan (PSP) which is discussed and agreed with parent/carer and child</p> <p>Possible withdrawal from break times/lunchtimes for a sustained period of time</p>	<ul style="list-style-type: none"> • Repeated behaviour from stages above • No change in behaviour as a result of two week behaviour monitoring record • Fighting where the child has to be restrained by the teacher • Consistent refusal to follow instructions • Extreme rudeness/swearing at staff members • Racial abuse of any kind (See specific guidance on racial incidents) <p>Intentional hitting of a teacher or dangerous behaviour towards adults and children.</p>

EXTREME BEHAVIOUR

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Action	Consequence	Examples of Behaviour
Referred to Headteacher immediately Advice from Behaviour Support Team	Possible 'Managed Move' or Permanent Exclusion*	<ul style="list-style-type: none"> • Sustained disruptive or aggressive behaviour • No change in behaviour as a result of PSP

***Exclusion:**

If the measures designed to modify pupil behaviour fail, and the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary, or permanent, will be considered. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community.

Exclusion and the Law.

From September 1998 Headteachers have been able to exclude a pupil for up to 45 days in a school year. Where a child is excluded for more than a day or two, work that would normally be done at school will be sent home, and will be marked on their return. Exclusion can be just for a session e.g. lunchtime, if that is the time when unacceptable behaviour exists, but this step is only taken when all other measures have failed.

Incidents of Racial, Homophobic, (including Transphobic or Biphobic) Abuse:

Any form of homophobic, biophobic, transphobic or racial harassment and abuse will not be tolerated at Two Village Primary School. All incidents will be treated seriously, investigated, dealt with and logged by the Headteacher in the 'Racial Incident Log'. 'Homophobic Incident Log'. 'One-off' incidents of racist or homophobic behaviour will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused. The offender will be given every opportunity to try to repair the relationship with the victim wherever possible. Parents or carers of both the victim and the offender will be informed. Parents / carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.

Attitudes of respect and tolerance for others will be constantly reinforced throughout all areas of the curriculum but will be addressed most specifically through our PSHCE programme of work.

Anti-Bullying

Bullying is a problem from which all schools suffer to some extent, and Two Village Primary School is no exception to this. Bullying is dealt with in the school's Anti-bullying Policy.

The use of physical restraint – The use of force-challenging behaviour

In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's or young adults action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint physically holding in order to bring a pupil under control). We agree that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than is necessary is used. The use of physical restraint is dealt with in a separate policy.

Responsibilities

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All members of the school community have the right to work and play feeling happy, safe, and secure. With these rights, however, come responsibilities. These responsibilities ensure that we all work together to maintain the ethos of the school.

Children

- To care for each other.
- To live by a moral code.
- To show respect for others and the school environment.
- To strive for excellence in all areas of school life.
- To value friendship.
- To take responsibility for their own learning and behaviour.
- To use the School Council as a vehicle for school improvement.
- To treat all visitors with respect, and when on a visit to maintain a high standard of behaviour.
- To maintain and value the ethos of the school.

Teachers

- To manage pupil behaviour well.
- To be sensitive to the needs of different children.
- To make positive contacts with parents
- To report instances of excellent behaviour to parents and carers
- To be reflective practitioners.
- To listen to children's concerns and worries.
- To be vigilant, and intervene in suspected cases of bullying.
- To develop positive relationships with pupils and colleagues.
- To maintain and value the ethos of the school.
- To be consistent and positive.

Support staff

- To build positive relationships with pupils and colleagues.
- To meet the needs of children.
- To inform teachers of any concerns.
- To act as a positive role model.
- To expect respect.
- To be consistent and positive.
- To listen to problems, and hear both sides of an argument.
- To maintain and value the ethos of the school.

Parents and Carers

- To encourage children to talk about their school and social life.
- To look for any signs of anxiety or distress.
- To listen to your child and take seriously any reports of bullying.
- To work in partnership with the school, and share its high expectations.
- To act as a positive role model when visiting the school
- To maintain and value the ethos of the school.

Governors

- To ratify an effective policy for Positive Behaviour and monitor and evaluate its implementation and impact
- To fulfil their legal obligations in cases of exclusion.
- To act as positive role models.
- To maintain and value the ethos of the school

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Monitoring and Evaluation

This implementation and impact of this policy will be monitored and evaluated regularly in a variety of ways:

- Class Teachers will monitor behaviour issues within the school and report regularly to SLT.
- All behaviour issues will be logged using CPOMS and monitored by SLT.
- All members of the SLT will evaluate behaviour management routinely as part of the programme of lesson observations. They will also monitor all records of behaviour incidents.
- The termly Headteacher's Report for the Governing Body will include an assessment of the effectiveness of this policy and will report on numbers of racist and homophobic incidents.
- Each child will have their own behaviour record which will progress with them through the school.

Review

This policy will be reviewed every two years.

The next review will be in the Summer Term 2021.

Approved by Governors: 9th July 2019