



# Positive Behaviour Policy



***Northumberland  
County Council***

Presented to Governors Autumn Term 2017 . Ratified Autumn Term 2017

## **Tritlington C of E Aided First School**

### **Ethos**

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others

## **Tritlington C of E Aided First School**

### **Positive Behaviour Management Policy**

#### **Rationale**

Tritlington School aims to give children the self-esteem and self-discipline that will enable them to succeed in their school lives and to become responsible members of society.

Children have the right to learn and teachers the right to teach.

We know that children learn best when they know what to expect. Good behaviour underpins good learning.

We aim to foster mutual respect and understanding within a caring Christian environment.

#### **Our Aims**

Within the school we endeavour to teach the children an acceptable code of behaviour to:

- ❖ Achieve an atmosphere conducive to learning and within which children are comfortable.
- ❖ Promote co-operation and consideration for others.
- ❖ Encourage openness and honesty.

This is achieved by:

- ❖ Careful supervision of the children, ensuring there are opportunities for purposeful activity and being watchful for potential problems.
- ❖ Adults within the school demonstrating co-operation and mutual respect as an example to the children, using Thrive language: VRFs and PLACE.
- ❖ A fair and consistent approach to unacceptable behaviour.
- ❖ Children being encouraged to reflect upon their actions, then discuss possible alternatives and appropriate sanctions.
- ❖ Administering sanctions which are appropriate to the behaviour. These could include remedying the wrongdoing, withdrawal of a favourite activity, removal of the child from the situation or a purposeful activity.
- ❖ Encouraging children to consider the implications of unwanted behaviour within the school, the community and the wider world. This may be discussed with individual children or as part of class lessons or school assemblies.

Where behaviour gives cause for concern, parents/carers are asked to be involved in the implementation of this policy and where behaviour is good, then it is praised

#### **Children's Responsibilities are:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **Staff Responsibilities Are:**

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To be flexible in order to take advantage of unexpected events
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To know their pupils as individuals.
- To offer a framework for social education.
- To track pupil progress, set challenging, achievable targets and support children in achieving them, so that they know their efforts are valued and that progress matters.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs using the Thrive approach.

### **Our school will encourage outstanding behaviour for learning by:**

- an adult using Thrive language: VRFs and PLACE
- making clear our expectations of good behaviour.
- discouraging unsociable behaviour by promoting mutual respect.
- encouraging children to take responsibility for their own actions and behaviour.
- behaving by example.
- praising good behaviour both privately and publicly.

### **The Parents'/Carers' Responsibilities Are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- Parents, carers, visitors, governors, teachers and children must treat each other with a level of mutual respect. Good manners cost nothing and children, and grown ups alike, should use them within the contexts of this school at all times.
- We encourage parents/carers and visitors to support the school's behaviour policy. Each parent will be asked to sign a Home/School Agreement as their child starts school.
- If a child's behaviour is causing concern, the school will ask parents to come into school to discuss the situation. Their child may be involved in this discussion.

## **The Governors are responsible for:**

The headteacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review. This policy will be monitored via meetings and through observations.

Success Criteria Indications that this behaviour code is succeeding could include:

- A reduction in the number of playtime minutes removed.
- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the headteacher.
- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and yard.
- Improved pupil confidence and self-esteem.
- Improved achievement and standards.
- Improved scores in Thrive assessments.

## **Playtimes**

Teachers are responsible for overseeing their children at times of transition including playtimes, at the beginning and the end of the day. Any inappropriate behaviour at playtime should be dealt with by the teachers on duty, logged in the classroom diary or reported to a senior member of staff according to severity or frequency

- Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.
- After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices)
- At break times three staff are on duty.
- At lunchtime the children are supervised by lunchtime supervisors and members of support staff. The headteacher, deputy headteacher or another senior member of staff are usually available.

When you are on duty the following points will help maintain positive behaviour:

- Be outside before the children
- Be consistent and enforce playground rules at all times
- Be vigilant and intervene early if a situation looks tense
- Move around the playground
- Encourage the use of co-operative, equipment and non-equipment games and Playground Buddies.
- The teacher(s)/adults on duty at break time will deal with behaviour incidents in line with policy.
- If there is a serious incident a senior member of staff should be sent for, using the triangle system.
- At lunch times – supervisors record incidents in the class diary. Positive behaviours are rewarded via the respect display in the cloakroom
- Playtime routines are agreed between staff and pupils.

## **Our Golden School Rules:**

- ❖ Be kind to one another
- ❖ Be ready to work and try your best
- ❖ Follow Instructions

These school rules were created by the whole school in September 2015 and are reviewed annually by the School council. Within each class setting, they maybe discussed further with specific aspects targeted into a Code of Conduct

## **Rewards**

(These rewards are not hierarchical )

- Verbal praise in front of the class
- Comments and stars in books
- Rewards systems are earned when good behaviour and/or good work is spotted (Appendix 1)
- Showing good work to another member of staff
- Speaking to parents, personally

In addition children who are particularly well mannered at lunch time get the opportunity to sit on the “harlequin table”. Treats, such as dvd time or extra playtime, will be arranged at the discretion of the class teacher for whole class good behaviour

## **Sanctions**

Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory:

Stage 1 - Calm clear warning. Polite but firm request

Stage 2 – One further warning – sometimes with a timer. Use an agreed phrase, “This is your final warning. Do you understand?” Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Stage 3 – Reflection time (5 minutes max – often with a timer as a visual support) sitting alone in order to reflect, calm down etc without causing disturbance. Within the same session, if a child repeats the same behaviours they should go to Stage 4. If behaviour improves they return to the lesson.

Stage 4 - Kept in for a longer period or removed from the activity or classroom (quiet time out in a supervised space for the remainder of the activity). Record the incident in the class diary. This could lead to up to 1 hour working in another classroom or in the office without causing disturbance to the supervising member of staff.

For regular, repeated, negative behaviours:

- Record who, when, why.
  - Possible removal of treats / playtime etc
- NB For unrelated behaviours go back through the sanction system.

### **Forgive, Forget and Fresh Start**

It is important to remember our school rule of being kind to each other, in this respect “All children start a-fresh each half day”. This is true of the Behaviour diary too, where events are logged, we go back to stage 1 each half day and if no further incidents occur then they are forgiven, forgotten and the fresh start continues.

Children are encouraged to apologise. Children on the receiving end of misbehaviour are encouraged to accept the apology, forgive the person, forget the action and make a fresh start in their relationship.

Our school ethos of “Love, Friendship and Perseverance” will be used to support and encourage this reconciliatory behaviour.

### **Parental Involvement**

#### **What happens when rules are kept?**

Sharing assembly certificates and record book for each class celebrates good behaviour and work.

Behaviour and good work maybe commented on at hometime

#### **What happens when rules are broken?**

Stage 1 - Any disruptive or aggressive behaviours which affect their learning or the learning of others will be recorded in a “Class behaviour diary” by the witness (Definitions of Disruptive behaviour and Aggressive Behaviours (see Appendix 2))

Stage 2 - Meeting with parents to discuss issues around behaviour will occur when:

- a child has been kept in twice in one day
- a child has a series of entries in the class behaviour diary that cause concern over a week, ie regular, repeated, negative behaviours
- a child has been particularly aggressive (this is dependent on age appropriate behaviours and SEND see appendix 2)

Initially this meeting will be between the class teacher and the parents to discuss any issues, areas of concern, possible causes and appropriate targets to be recorded on a Behaviour agreement. (maximum of three) This plan will be reviewed fortnightly with improvements linked to an agreed reward. To ensure consistency, this Behaviour plan will be shared with all members of staff involved with the child. Ongoing support for the child could involve the class teacher discussing behaviours with the Thrive practitioner and/or a Thrive based action plan, or with the SENDCo and the consideration of a SEND based action plan

Stage 3 – Meeting with parents/carers, class teacher and the Headteacher/SENDCO (Special Educational Needs and-Disabilities Co-ordinator) will occur if the concerns raised continue or a child has been aggressive towards adults, others or themselves.

- A Behaviour support plan will be created to provide a strategy/strategies to manage the disruptive behaviour and praise the good behaviour. It will contain achievable targets (maximum of three) To ensure consistency, this Behaviour Support plan will be shared with all members of staff involved with the child
- A violent incident form is used if a child is aggressive towards adults, others or themselves causing physical harm. School will complete a Northumberland Violent Incident form which will result in a shared approach to the management of the child's behaviour. This could include a home school diary, reward chart Behaviour support Plan, Risk Assessment and/or a referral to an external agency for personalised support and advice.
- A risk assessment (Appendix 3) will be put in place if the child's behaviour puts themselves or others at risk and ensures that all visitors or adults working with that child are aware of any potential triggers and how they manifest themselves.
- Both a Behaviour Support Plan and a Risk Assessment are in place for an agreed time –frame and then reviewed.

If the behaviours improve then the Behaviour plan is removed with support. If the behaviours continue this could lead to

Stage 4: Fixed Short Term Exclusion (up to 5 days per term)

Stage 5: Fixed Long Term Exclusion (up to 45 days per year).

Stage 6: Permanent Exclusion

These involve the governing body, the head teacher and the Local Authority

In all but the most exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

## **The Thrive Approach**

Thrive gives us a systematic approach to identifying, supporting and reviewing emotional development needs. It is a development model that recognises children's emotional capacity grows through experiences in a series of stages. As they develop, their experiences and circumstances shape their development. Issues arise when development is significantly „interrupted“ at one of these stages. This results in gaps which manifest most often as challenging behaviour patterns as the child grows up. These gaps can be filled through focused support in relationship with other people. Vital Relational Functions (VRFs) and PLACE underpins our approach to building positive relationships. All staff form relationships that are Playful, Loving, Accepting, Caring and Empathic so that everybody feels valued and emotionally supported. When behaviour is unacceptable staff will use VRFs: attune to the child's feelings; validate their experiences; contain them to ensure they are safe; regulate/soothe to help them understand the behaviour and begin to make a change. These children experience a feeling, often that they can't name or understand, and behave instinctively. For these children “Your choice, your consequence” is not appropriate. Instead they will be supported to understand the physical sensations



they experience, link them to a feeling or emotion and access their “Thinking brain” to enable them to feel – think – act. This may be done on a one-to-one basis or as part of a group. Children will still be held accountable for unacceptable behaviour.

## **The Hive**

The Hive will be used to support children following the Thrive action plans. Whenever a child is receiving support in The Hive, overall responsibility for their learning and progress remains with their class teacher.

## **Equality and Inclusion**

At Tritlington we recognise that some of our pupils will have Special Educational Needs and Learning Disabilities (SEND) and that our policies and practice on behaviour need to take this into account.

In certain circumstances, eg LAC, SEN the Behaviour and Discipline Policy will be modified for the individual. This will be personalised as part of their Individual Education Plan (IEP) and Profile and set up with agreement between parents, teachers and professionals working with/ around the child/family.

Guidance on the Education of Children with a Behavioural, Emotional and Social Difficulty says that a policy that provides an automatic sanction for a particular offence may need to be varied if its application to a disabled pupil might treat him/her less favourably than another pupil for a reason related to their disability. It also points out that schools need to be alert to the possibility that behavioural difficulties may mask an underlying disability or SEND. In this case, a personalised Behaviour Support Plan will be drawn up, with agreement between parents, teachers and any professionals working with/ around the child/family to identify and take account of a child's needs. These could include:

- a recognition of triggers such as specific environmental factors such as noise or proximity of other people.
- The sharing of effective strategies between home and school.
- The use of visual timetables may lessen anxiety
- The use of scaffolds in learning to lessen stress in lessons.
- Preventative strategies such as regular breaks may limit obsessive or repetitive behaviours and provide an opportunity for a calming down period.
- The use of social stories provides information about typical situations a child may find themselves in. These help teach social skills and appropriate behaviour by modelling the activities and appropriate behaviours in order to provide them with strategies to manage these challenging situations
- Some children may need to be given permission to take a short break out of the classroom. It is recognised that 'time out' can help a child regain self control and cope better when they feel overwhelmed by the classroom environment or the workload.
- The development of a personalised Thrive plan following an individual assessment

## **Appendix 1**

### **Points System**

Classes have their own systems to reward those children who follow the rules. In both classes points are coins and collected in purses and “spent” in the class shop as a reward. These reward systems are reviewed annually with a new class.

## **Appendix 2**

### **Disruptive Behaviour**

Disruptive behaviour is when a child is uncooperative and prevents themselves and other children in class from working. A disruptive child also manages to grab a teacher’s attention and prevent the teacher from giving the other children attention.

### **Aggressive Physical Behaviour**

Aggressive Physical Behaviour is wilful assault towards another child or themselves, repeated bullying, racist abuse and defiance that risks the safety of self or others.

### **Aggressive Physical Behaviour and Violent Incident Forms**

If a child causes an injury to another child which needs first aid treatment then it is recorded in the first aid book in the office, parents are informed if their child has been injured, and the parents of the aggressive child are notified of the event.

Any other serious incident which resulted in a child needing to be taken to the doctors or hospital; then this would be recorded on a violent incident form and a copy logged with county. Parents will always be informed if a violent incident report is used.

### **Aggressive Physical Behaviour contact towards staff**

If a child makes negative physical contact (kicking, hitting, striking out) with a member of staff (unless it was through an involuntary spasm) it will always be recorded on a violent incident form and logged.

Staff are aware that a child's actions are not always intentional, for example; children identified as having SEND, may display inappropriate behaviours due to the difficulties that they experience. Staff will ensure that when known, the reasons for the behaviour will be documented on the form, for example, ' the child became very distressed due to the high noise level in the room. They were trying to leave the room when they tripped and collided with a member of staff. The incident was unintentional and did not result in any injury to either the staff member or child involved'.

### **Appendix 3 Risk Assessments**

Should a child exhibit Aggressive Physical Behaviours (as defined above) recorded in the class behaviour diary or Behaviour plan records, then using our professional judgement, a risk assessment will be created for that child. This form is in place to protect the child and those working with them. It must involve a meeting around the child and involve staff who work with the child regularly, parents and the child themselves along with advice from any external Agencies involved with the family to discuss and agree the content of the risk assessment. We will need to consider the whole child to ensure the correct support is provided to ensure the child can learn effectively. The purpose of the risk assessment is to ensure everyone involved with the child are aware of and agree:

- the needs and problems which the child is communicating and experiencing,
- the hazards, activities or environments that are likely to trigger unwanted behaviour
- that the precautions put in place are sufficient to control or minimise the risk without deliberately distressing the child or escalating the situation
- a planned response should the unacceptable behaviour occur
- a consistent list of agreed responses
- a review date

The risk assessment needs to be written in such a way that an adult who does not know the child could read through it and feel confident working with that child. They will know when issues may occur, why or how to prevent or if necessary what strategies can be used to help calm the child/resolve the situation without causing a further escalation.

The risk assessment will be shared with other staff who work with the child, parents/carers and any other professionals as appropriate (this may be someone already involved with the child because of ongoing SEND or through a new referral to establish if there is an underlying issue that needs to be addressed).

If the behaviour continues or the control measures are found to be inadequate then the team around the child must review the situation quickly. Different strategies, additional support or further staff training may be implemented as needed. If the behaviour improves or ceases to be of significant concern, then the team around the child will review the situation. Strategies implemented maybe retained, removed or replaced as required.

### **Appendix 4 Key Elements of Good Practice**

Essential to good classroom management is the quality of relationship between the class teacher, other adults and the children in the class.

- Talk quietly whenever possible to establish an atmosphere of calm.
- Set high standards
- Use VRFs and PLACE
- Smile and relate - avoid confrontation
- Listen, stay calm, use humour
- Know the children as individuals

- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
  - Remember it is normal for children to test the boundaries of acceptable behaviour.
- Adults should make expectations clear and highlight those children meeting the expectations to reinforce them. Remember five positives to one negative!
- Ensure planned learning for the class is appropriate, suitably differentiated and includes activities where children can work co-operatively, enjoy and know how to be successful.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Plan the role of all adults in the classroom
- Be aware of what is going on around you.
  - Make every minute count – no queueing!. Classroom organisation includes routines, systems and the learning environment
- Have clear routines and be consistent in your expectations and reactions - apply rules firmly and fairly
- Be organised and “on top” of things
- Explain the code of conduct in a way relevant to your class and display with the School Rules, rewards and sanctions. These should be routinely revisited and reinforced.
- Create an interesting, stimulating, attractive classroom environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

### **Appendix 5 Recording in the class diary**

It is not essential or even desirable that all behaviours are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

If time out is occurring, all incidents should be recorded in the class diary

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible action plans

Record: What happened, and why. Comments should be brief but succinct, clear, unambiguous e.g. “disturbing class”, “tore up another child’s work”, “hit child x in the back”, “refused to sit for story” etc

In cases of bullying we will follow the procedures as laid down in **Our Anti-Bullying**

**Policy.** The school records all racist incidents and completes an annual return to the local authority.

### **Appendix 6 The Rights of the Child**

- To be treated with respect
- To be treated kindly
- To be listened to
- To be helped
- Not to be bullied
- Not to be lonely
- To be happy
- To feel wanted
- To be safe
- To be special
- To be treated equally

### **Appendix 7 Use of reasonable force**

Use of force is only used as a last resort and then only when safety is an issue. Procedures are in place at our school to create a safe, calm, orderly and positive learning environment. Effective relationships are developed between staff and pupils and PSHE and our Thrive approach support pupils in making positive choices for themselves. All staff are given guidance and training in effective behaviour management.

### **Staff Authorised to Use Force**

All teachers and staff, the head has authorised to have control or charge of pupils, automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. This includes all teachers and support staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. Several members of staff have had comprehensive training in MAPPA to ensure safe use of reasonable force. All uses of force need to be recorded as reporting significant incidents is statutory.

### **Who can use Reasonable Force**

All members of staff have a legal power to use reasonable force. This can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit. The school acknowledges that a minority of children may for whatever reason lack the emotional maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for SEND and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.