



Rowlands Gill Primary School

Whole School Positive Behaviour Policy

2018





Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This is a pre-requisite for learning.

The school has only two main school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our two simple school rules are:

- Be kind to everyone
- Treat the environment you are in and the equipment you use with care

These should be enough to cover all negative situations which may take place in school and are easy for children to relate to.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Our aim is to enable the pupil to manage and control their own behaviour.

An emphasis is placed on behaviour being 'chosen' from a range of options, each option bringing with it its own consequences which become the responsibility of the person in question. Pupils are asked to reflect along these lines and if misbehaving pupils are remorseful then staff are always prepared to view their behaviour as a mistake rather than a 'sin'.





Our Key Beliefs

At Rowlands Gill Primary School, we believe that:

- Pupils want to behave well
- Pupils can learn to improve their behaviour
- All adults can learn strategies to support pupils to improve their behaviour

We adults can support out pupils by:

- The quality of our relationships with each other and them
- The quality of our teaching
- Practical strategies

Practical strategies consist of:

- Rights and responsibilities
- Rules
- Routines
- The language of choice
- Descriptive praise

Key Beliefs Explained

At Rowlands Gill Primary School, we believe that:

- **Pupils want to behave well.** We believe that our pupils are happy when they behave well and when that behaviour is recognised by adults and their peers
- **Behaviour is a form of communication.** We believe that behaviour is an act of communication at a level that is meaningful to the child. At all times we will ensure that we observe and consider the potential underlying causes of the behaviour a pupil is exhibiting so that we can best understand it before intervening.
- **All adults can learn strategies to support pupils to improve their behaviour.** Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development

We can support our pupils by:

The Quality of our Relationships with Each Other and Them

- a) **Our relationships with each other.** We need to provide good models of behaviour at all times for our pupils, so that we constantly display the values and habits the children should see in their staff by setting a good example. This not only builds the positive social norms for behaviour but also increases trust between students and staff.

- b) **The quality of our relationships with our pupils.** These relationships are crucial. If the children feel that they are liked and supported, they are far more likely to want to be part a positive part of the school community. Each adult in school is significant for the pupils.

To foster successful, enabling relationships we need to:



- Actively build trust and rapport
- Demonstrate belief in each pupil that they can succeed and achieve
- Treat each pupil with dignity and respect at all times
- Maintain consistent boundaries for pupils
- Be definite in our responses. Do not offer “maybe” or “we’ll see” as this can cause mistrust and anxiety
- Listen respectfully to the pupil and make a judgement about how/when to respond
- Hear the message behind the word/behaviour; ask ourselves why the pupil is behaving in this way
- Keep our word and do whatever we say we will do, rewards as well as consequences
- Identify the positive aspects in every pupil. Identify it with the child and build on it
- Apologise if we make a mistake
- Name and manage our own emotional reactions to pupil’s behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- Let go of our memory/feelings of a pupil’s previous difficult behaviour. Support the child to develop techniques to respond more appropriately

The Quality of the Teaching We Provide

In meeting each child at the point of learning, difficult behaviour is likely to decrease. To do this we need to:

- Accurately assess the pupils learning e.g. learning ability, learning style and level of achievement in order to support them to progress
- Plan to meet the pupil’s range of needs e.g. environment, equipment, seating, groupings, use of TA’s
- Know what the pupils believe they can do i.e. self-esteem, self-image and adjust expectations accordingly
- Know what motivates each pupil and use it to help him/her achieve
- Praise the pupils for their specific achievements
- Actively teach the pupils positive learning behaviours so that they know what to do to ensure successful lessons (see marking policy)
- Remain calm and objective when dealing with incidents of unacceptable behaviour.
We are a no-shouting school.

Incidents are investigated fairly, sensitively, quickly and thoroughly. There is no such thing as a ‘naughty child’. Unacceptable behaviour should be identified and challenged but phrases that

label children are unacceptable (e.g. ‘...he is a very naughty boy...’). The golden rule is always to label the behaviour not the child. Children will have equal access and opportunity to the curriculum. However, within an inclusive framework, the school has to consider the needs of the wider group as well as the individual. Consistency of approach throughout the school staff and throughout each school year is the key to delivering success. Dealing with poor behaviour often disrupts lessons and therefore learning. As far as possible, dealing with poor behaviour should be moved to the end of the lesson. Blanket-punishments (e.g. keeping an entire class in) and over-punishments are not part of school life.

Practical Strategies to Promote Positive Behaviour

“Good behaviour is enabled and encouraged if the general community of the school is calm, well ordered and disciplined.” Harris 1995

We use a variety of responses to re-enforce good behaviour and these include:

- Supporting the pupil to develop effective mechanisms to communicate their needs, feelings etc. and in ensuing we respond effectively to these
- Verbal praise



- Consistent reference to the 'values' we are trying to promote throughout school: within work, unstructured times, visits etc.
- Good work stickers from class staff, head teacher or deputy head
- Messages to parents/carers and other members of staff
- Special responsibilities, privileges, helping a member of staff etc.
- Pupil of the Week, English and Maths weekly and termly awards, monthly merit prizes based upon that month's value and Friday afternoon 'Shine Time' (see appendix)

Pupils who find keeping to the school rules difficult are given positive motivational challenges e.g. 'I want to see if you can put your hand up in this lesson and not shout out, I think you can do it, do you think you can do it?'

It is understood that many pupils misbehave because they receive some sort of 'reward' or 'pay-off' perhaps in the form of adult attention or recognition from peers. An 'ignore/reward' approach that ignores minor misbehaviour and praises those that are following the school rules serves to reinforce good behaviour and minimise the 'rewards' of misbehaviour.

When children report alleged incidents of bullying or other unacceptable behaviour it is seen as a good thing since it provides the teacher with all of the available information in order to then make a considered decision as to what action to take. It also reinforces an anti-bullying culture.

Prevention of poor behaviour is preferable to having to deal with it afterwards, therefore pupils are supervised at all times and any developing problems can be 'nipped in the bud'.

Other practical arrangements which are considered;

- The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next
- Careful use of support and timetabling to manage 'difficult' times for pupils, including all staff being fully aware of the potential 'triggers' for any inappropriate behaviour
- Use of positive behaviour systems on a whole class level and/or specific to a child (e.g. behaviour smiley face chart, traffic light system, cloud system etc.)
- Each class should have a 'Positive Behaviour in the Classroom' guidance with everyone using it in a similar way (see appendix)

In order to support our pupils to manage their own behaviour successfully we ensure that the following are upheld:

Rights

All our pupils have a right to:

- Learn and to make demonstrable progress
- Feel physically and emotionally safe at all times
- Be treated with respect and dignity at all times
- Express their feelings in an appropriate way

All our staff have a right to:

- Teach without undue disruption
- Learn how to improve their practice
- Feel physically and emotionally safe at all times
- Be treated with dignity and respect at all times



- Express their feelings in an appropriate way

Rules that support positive behaviour

Any class rules will be:

- Few in number
- Agreed with pupils
- Written in a language the pupils can understand (including visual cues)
- Be stated in the positive
- Regularly referred to by all staff with pupils
- Prominently displayed in appropriate areas
- Appropriate to the activity/place/age range

Routines support our pupils by fixing desired behaviours in their minds. The greater consistency there is over routines, the easier it is for pupils to follow them throughout the day. Our daily routines and underpinned by Stephen Bavolek's four constructs of nurturing: These are:

Self-awareness and self-esteem

Raising a child's self-awareness and self-esteem helps the child to nurture their own needs. Therefore, given time, a child will possess increased levels of resilience, resourcefulness and respect. Having greater levels of self-esteem helps children raise each other's self-esteem, as well as boosting their own.

Appropriate Expectations

As the children of the school grow in different ways, and have different needs, it is important to match our expectations to what they can actually do. Setting appropriate expectations can help them learn to take responsibility and come with a readiness for the day ahead.

Empathy

This is a key learning step for many children. Some find it very difficult to 'walk in somebody else's shoes'. However, it is vital to model and encourage the understanding of one's own feelings, before applying this understanding to other people's emotions. Being reflective is vital to this, encouraging children to reflect on their own work before offering opinion in a manner that models self-respect and respect for others.

Positive Discipline

Boundaries are essential. It is imperative that these are routed in positive discipline. Guiding children to make better choices will help them feel less stressed and angry. We offer clear boundaries in all classrooms, with children helping to create their own in order to create a sense of ownership in the group.

The language of choice. We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them to make the best choice.

This language:

- Is positive
- Increases pupils' sense of responsibility
- Removes the struggle for power and control
- Overtly links responsibility, choice and consequence
- Helps them to take responsibility



- Helps them to develop skills to manage their own behaviour
- Increases their independence

Rewards and Consequences

Rewards

- Are part of the 'language' in this school and should be explicitly linked to self-pride, understanding of developing improvements and a growing desire to develop yet further
- Are linked to positive choices and achievements and focus on the specific behaviours we wish to improve. (see appendix)

At the end of each week, the points awarded against values in each class are totalled. Each class will discuss the winners for each value and will put forward an overall total winner to be presented with a certificate in Friday's Feel Good assemblies. Each month, the value being focused upon is celebrated: the child with the greatest number of merits for this is given a certificate and their name is put onto the shine board in hall 2.

The totals for each class will also be revealed in Friday's assemblies and a winning class in KS1 and in KS2 will be awarded the merit trophy for the week. Each class may also have their own award systems within their class such as 'VIP', 'smarty pants' and golden tickets.

- Shine Time is school's immediate behaviour reward system, where good behaviour is celebrated and rewarded on Friday afternoons with a variety of curriculum enhancing activities. (see appendix)

Our aim as a school is to use our whole school rewards system to encourage good behaviour.

Consequences

- We believe in consequences rather than punishment
- It is important for our pupils to clearly link a specific behaviour with its consequence
- The consequence needs to be a natural consequence which makes sense to the child

If children break any one of the school rules all the staff, teaching and non-teaching will use a consistent approach. First a verbal warning, explaining to the children the rule broken and the consequences. If the child misbehaves further, then a 5-minute time out will follow. This incident will be recorded in the class 'Behaviour Log'. The 5 minutes should come from the child's play or lunch time. If a serious incident occurs that warrants more than time out or detention the child will be sent initially to a different classroom. If the situation persists, the Deputy Head will become involved and as a last resort the Head Teacher.

If the child then goes on to break another school rule, they will be referred to a senior leader, who they will talk to and reflect upon their behaviour with. The children will spend their lunchtime break doing LR (Lunchtime Reflection) to find a way to improve upon their behaviour. LR will take place in either the upstairs meeting room, HT's office or Intervention rooms. It will be supervised by upper pay scale teachers or senior leaders. Teachers should keep a record of all children who are referred for LR.

Teaching staff can also refer children straight to the LRZ if they have demonstrated more severe inappropriate behaviour such as:

- Swearing
- Rudeness/poor attitude
- Fighting
- Being repeatedly unkind to another child



If a child has attended the LRZ 3 times in a half term, there will be a time arranged for parents to meet with the HT or DHT to discuss what support school can offer to improve their child's behaviour.

Use of Dignified Language

We believe that it is important to use appropriate terminology to describe when a child may have lost the ability to control their own behaviour. Any terms that imply negative connotations about the pupils should not be used (e.g. 'kicked off')

Positive Behaviour Plans

A very small number of our pupils need additional support to improve their behaviour. The cause of the behaviour may be explainable and transitory in nature or may be deep seated and could more be a feature of a specific disability.

Additional support is provided by:

- Working in line with this policy
- Behaviour strategy support from the LA behaviour team
- The development of a Positive Behaviour Plan, detailing action to be taken when identified behaviour occurs and giving praise for the things done well by the child. This is shared with the pupil, parent and other staff to ensure consistent approaches. Behaviour plans must be signed by parents/carers
- Pupil Centred Behaviour Plans are developed for those children where it is meaningful and appropriate
- Input from Parent/TAC
- Varying classroom management techniques and increasing support from other school staff and senior leaders.

Physical Contact

Most of our pupils do not require any physical contact in the process of learning and in meeting their needs. However, in some cases, the style of our relationships with pupils may require a degree of physical contact:

- to calm a pupil and to keep them safe (Acceptable ways of comforting pupils will vary from individual to individual and will depend on age, gender and maturity)
- to maintain personal hygiene or administer medication e.g. epilepsy medication

Positive Handling / Physical Restraint

Positive restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury either to themselves, a member of staff, another pupil or property.

- It should only be used after all other preventative interventions have been exhausted
- It will only be implemented by staff who have had the recognised **Team Teach** training, which is up to date
- It should only be used if the pupil is putting themselves or others in danger, or where failure to intervene would constitute neglect and disruption.

Staff trained in **Team Teach** must judge whether or not a physical intervention would be reasonable or proportionate:

- Where there is a risk to the safety of staff, children or visitors
- Where there is a risk of serious damage to property
- Where a child's behaviour is seriously prejudicial to good order and discipline
- Where a child is committing a criminal offense

All physical restraint will be recorded on the incident forms held in the school office, added to CPoms and a debrief will be held with senior leaders afterwards.



Where holding/restraining is part of a pre-planned behaviour management strategy, it should be carried out with the consent of the pupil's parents/carers and must be clearly recorded as part of the pupil's positive behaviour plan, which should make specific reference to any potential use of restraint.

Where physical restraint is used in an urgent/emergency situation, parents/carers must be informed immediately.

All staff must be aware that they must not:

- Use force as punishment
- Use pain to gain compliance
- Deprive a pupil of food or drink
- Require the person to wear inappropriate clothing
- Humiliate or degrade a pupil

Exclusions

In school, an exclusion will operate when a child's behaviour is becoming detrimental to the welfare of other children. The child's parents / carers will be asked to attend a meeting to discuss next steps, internal or fixed term exclusion. The child will either be excluded for a set period of time within school but will be isolated from the other children during breaks and lunchtime and supervised by the Deputy Head or Head teacher, or will face a fixed term exclusion. The sanction is used with the discretion of the head teacher and is used very infrequently. Exclusion will only be given following a very serious event.

Short term fixed exclusions will be put into effect if:

- There have been a series of serious violent incidents which put staff and children at risk
- There has been one serious incident which, in itself, is deemed serious enough
- The resources and staffing cannot meet the needs of the child to keep the child and those around them safe

The pupil will be reintroduced to school following a formal meeting between the HT, a panel of governors and the child and their parent/carer, where a plan will be agreed. This could include a gradual reintroduction on a reduced timetable. Gateshead LA guidelines will be followed in respect of all fixed term or permanent exclusions. If unacceptable behaviour still continues, parents will be called to an interview with a panel of governors. The intention of this panel is to inform the parent(s) that the behaviour of the child is causing continued disruption in school and demands more formalised support from home. This will only involve a few children each year and will only be in exceptional circumstances.

Bullying

What is bullying? Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying is not tolerated at Rowlands Gill Primary School. Any reported incidents or evidence of bullying will be treated very seriously. All known/reported incidences of bullying will be investigated by the class teacher and by a senior member of staff. Each case will be dealt with on an individual basis and all individuals involved will be given appropriate support and guidance. Parents/carers of the individuals involved will be kept fully informed of the events and may be invited to take part in the investigation and any follow-up work. The incident will be logged on the school's Behaviour Log and CPOMs.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from external agencies, counselling, in-school exclusions, or even fixed or permanent exclusion will be considered. Where necessary the Local Authority Designated Safeguarding Officer will be informed of the incident/cases and Safeguarding procedures will be followed as outlined in the Safeguarding policy.



Racist Incidences

Racist incidences will not be tolerated at Rowlands Gill Primary School and will be dealt with in line with the Race Equality Policy. All incidences of racism will be reported to the Head teacher who will inform the Governors and Local Authority.

Child Protection

All staff at Rowlands Gill Primary MUST read, sign and follow the Child Protection Policy. Staff must immediately report any cause for concern to the designated safeguarding officer both on CPOMS (online safeguarding system) and in person. Action may include involvement of parents, Social Services, the police, medical services or an assessment by the Educational Psychologist.

Roles and Responsibilities

General

At Rowlands Gill Primary School, we all have a responsibility to:

- Read this policy
- Understand it
- Ensure that our practice is in line with it
- Be proactive in implementing it
- Continually seek to further improve our behaviour management skills

Teaching Staff

Class teachers are responsible to ensure:

- The development and maintenance of a positive school climate at all times
- Quality of teaching and learning in the classroom is inclusive and ensures appropriate differentiation
- Classroom climate ensures the pupils feel emotionally and physically safe
- Best planned use of TAs/ HLTAs and other resources to support learning and behaviour
- Advise and support other staff (TA's) on effective behaviour strategies, including behaviour plans for particular pupils
- Keep succinct, detailed records of incidents/improvements to monitor progress and to establish patterns
- Develop positive relationships with parents/carers to support pupil behaviour

TA's / HLTA's are responsible:

- To help develop and maintain a positive school climate at all times
- To keep records of incidents
- To support the teacher with teaching and behaviour management at all times
- To support the children with learning and positive behaviour at all times
- To support the development and maintenance of a positive classroom climate
- To help pupils to manage their behaviour positively in the playground

Senior Leadership Team

SLT are responsible:

- To support teachers and teaching assistants to manage behaviour effectively through continuing professional development
- To support comprehensive risk assessments where a pupil's behaviour presents a significant challenge
- To support pupils to understand the schools approach to behaviour management
- To support parents/carers to understand the schools approach to behaviour management and with positive behaviour management techniques



Governors are expected to:

- Approve the school’s policy
- Support the school with its implementation
- Hear the case for fixed term/permanent exclusions and to decide on the appropriate course of action

Parents/Carers are expected to:

- Support the schools approach to positive behaviour management, in line with this policy

Continuing Professional Development

In order to further improve practice;

- Where appropriate, staff will be trained in Team Teach and the training will be kept up to date
- Regular INSET on positive behaviour strategies will take place

Health and Safety

Managing pupils whose behaviour presents a significant challenge is physically, emotionally and psychologically demanding. Pupils demonstrating such behaviour can engender high levels of stress, which must be recognised and managed appropriately. Key stage teams are the first point of support with effective team discussion playing a major part in reducing any anxiety and stress. Senior leaders should report all incidences of stress to senior management (HT / DHT) and help to put in place support mechanisms.

Any incidents of violence are logged using official forms. School senior leaders monitor behaviour and all incidents on a regular basis to inform behaviour management strategies and to monitor the wellbeing of both pupils and staff. The required information and/or duplicate forms will be sent to the appropriate departments in Gateshead Local Authority.

MONITORING

All incident forms are evaluated and audited. Results of auditing are passed to the Behaviour lead and then to Governors each term. Actions are reviewed, reflected upon and evaluated.

Policy reviewed January 2017

Appendix:

Values (Attributes and Attitudes) to be used as basis of merit giving and celebrated monthly. Children add up their merits weekly and keep a record of them. Overall total winners to be given certificates in Feel Good Friday assemblies and totals for classes also to be given by staff along with comments about what their class / individuals have done well. Each month, the value being celebrated will also have a child put forward from each class who has really shown this attribute.

September	October	November
Self-Belief / Determination	Generosity	Positivity / Empathy
December	January	February
Kindness	Acceptance	Honesty
March	April	May
Respect	Cooperation	Perseverance / Ambition
June	July	
Courage	Pride / Self-Knowledge	



Shine Time

Children's names	Monday		Tuesday		Wednesday		Thursday		Total Time Earned
	AM	PM	AM	PM	AM	PM	AM	PM	
A	★	★	★	★	★	★	★	★	
B									
C									
D									

Every child begins the week with 8 stars shining. Each star equates to 5 minutes' worth of shine time. A child loses a star if they do not follow school / class rules appropriately. Stars are not lost immediately, but through the usual classroom routines of 1 reminder, 1 verbal warning, and sanction. Children can always improve their behaviour VERY well and earn back time within a session. However, once a shining star is lost, it has gone. Children should cross off their own stars when they are lost. On Friday afternoons there will be a variety of activities to sign up for. Children will get the amount of time that they have earned. Anyone who has lost stars, will spend that time working normally until they have made their time up. At this point, they can join their chosen activity.

