



Policy: Positive Behaviour and relationships

Ratified: 17th March 2022

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Updated Jan 2024

Stat Policy

At Northborough Primary School, we strive to encourage the learning behaviours, which form part of our school values.

‘Taking **PRIDE** in what we do’:

We **persevere** in doing our very best
We have positive **relationships** built on respect
We show our **integrity** by being respectful, honest and fair
We aspire to **dream**, learn, become and do
We **embrace** all challenges and opportunities

Our Values

In order to achieve our aims, certain standards must be fully understood and maintained. We actively seek to apply these standards consistently and uphold them at all times. The standards are our school values. These values are displayed in every classroom and in prominent positions around the school to promote positive learning behaviour. We have elaborated on what our school values stand for in terms of what is our expectation in promoting ‘Positive Behaviour and relationships’.

<u>Summary</u>	<u>Behaviour we want to see</u>
Persevering and reaching our goals / Achieving our dreams	We are attentive We are listening We work hard We show resilience and flexibility to achieve our goals We show confidence
Relationships and Integrity	We are kind and helpful We listen to other people We are honest and fair We look after property We are respectful We are inclusive
Embracing	We are gentle We walk quietly and sensibly around the school We follow instructions We engage in our learning We take an active role in school life

All of us have the responsibility to uphold and support these standards at all times. In this way the powerful influence of home and school working together will actively help and support our children.

Class Charters

To make it clear to everyone how the school’s values can be kept, there has to be a clear set of classroom rules and routines – we call this our ‘Class Charter’. Staff and children discuss these at the beginning of the year at the same time as reviewing the school’s values. Through discussion and examples such ideas are then formulated into a set of rules and routines for the classroom that the class have a sense of ownership over.

The rules are written positively to facilitate the use of positive behaviour techniques.

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working alone). Children should be encouraged to hold doors open for others, showing politeness and consideration. Snacks should be eaten outside and never in corridors.

Dinner Hall

The expectation is that children model the school's values at all times during the day, including lunchtimes. Children should line up calmly, in an orderly fashion and eat their meals politely. A 'Hands Up' system is used to highlight to the children when the noise level is unacceptable. Golden slips are given to pupils setting a good example.

The Golden Table operates 1 day a week where children are chosen at random from the golden slip box in celebration assembly. These children can ask a friend to join them at the Golden Table.

Playground

At lunchtime, children are expected to show equal respect to lunchtime staff. They should not be in the school building unsupervised by an adult. A variety of equipment is provided for lunchtimes and children are expected to take care of it.

Property

Taking care of possessions is an important aspect of growing up. Children should be encouraged from an early age to look after their books and toys and to clear up after activities by returning resources to the correct place. In school, children are expected to leave shared areas (e.g. ICT suite/hall/library) ready for the next class. Monitors in each class and throughout the school also take responsibility for specific jobs.

To help all children look after their own property, please name:-

- ALL clothing
- PE kit
- Lunch boxes
- Plastic water bottles (containing water only)
- Coats

If school property is damaged we encourage children to tell us. Accidents do happen and we all understand this.

'We must all work actively together to encourage and model good behaviour.'

Celebration assembly – The Leaf

Each week, children reflect on the learning behaviours they have used. They write a leaf about their progress in the learning behaviours. The class teacher chooses one child who has demonstrated a good understanding of their learning. These children will be celebrated during our weekly Celebration Assembly and shared with parents via Class Dojo. These children will be celebrated during our weekly Celebration Assembly and shared with parents via Class Dojo

Other Class rewards

In addition, staff have their own systems for rewards that may include:

- Stickers, stamps that children can proudly put on their jumpers or book bags;
- Extra responsibilities in the classroom e.g. monitors;
- Certificates to take home or display in the class;
- Sharing achievements – parents invited to come and see the pupils work or books sent home;
- Class Dojo
- Marbles in the jar or other similar whole class reward system.

Consequences

At times, it may be necessary to implement sanctions for behaviour that is not in keeping with the school's values and that we wish to discourage. Sanctions must be applied consistently, firmly, fairly and without confrontation.

It is important to explain to the child that it is the behaviour we do not accept, not the child itself. The language of 'choice' is used to explain consequences and responsibilities. Children need to fully understand the consequences of their actions. Again this can be done in informal ways, such as by eye-contact, a gesture or words. It should be done privately (where possible) and should be enough to warn the child that this is not the sensible way to behave. If this does not work, then a more formal sanction may be needed.

Behaviour we wish to discourage

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/aggression- verbal and physical;
- disrespect of people;
- bad language;
- lateness;
- intolerance of others e.g. disabilities/race/social class;
- under achievement and a disregard to work;
- defiance and answering back;
- dishonesty, stealing and cheating;
- disruption;
- boisterousness;
- lack of consideration;
- over-competitiveness and arrogance;
- vandalism;
- selfishness;
- bearing grudges.

It is by frequent reference to the school's values, that we will be helping the children to fully understand what we are trying to achieve and our high expectations. All children need to feel safe, secure and be able to express their thoughts and feelings in an environment where they feel listened to. We all have a duty to listen to our children and take appropriate action.

Graduated response

De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the pupil can get back on track without giving attention to the negative behaviour.

	<u>Steps</u>	<u>Actions</u>
1	Positive rewards	Identifying positive behaviours using verbal responses and/or Class Dojo.
2	Reminder	A reminder of the school's values
3	Caution 1	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.

4	Caution 2	Speak to the pupil and give them a final opportunity to make the right choice. Offer a positive choice and refer to previous examples of good behaviour. Reflection time will take place at either breaktime or lunchtime with the class teacher to discuss the behaviour. (Restorative discussion.)
5	Serious Incident (Red Slip)	This results in a significant time out at lunchtime with a member of the SLT. The behaviour will be discussed (Restorative discussion). Parents will be informed at this stage. The class teacher will inform the parent either by phone call or at the end of the school day. A Red Slip is given if the child reaches this step; it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Restorative Justice Conversations

Where issues between staff and students were not resolved a restorative conversation needs to take place between the two parties. – *To be logged by adult supporting and a copy given to SLT.*

This could be supported by another colleague or member of SLT. This should take the form of a coaching conversation for the pupil. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

Red slips

Red slips are issued when the class teacher has gone through the 'Graduated response' system. Red slips will record the reason for the behaviour and be given to a member of SLT at breaktime or lunchtime along with the pupil it is written for. An action response from either the class teacher or SLT will be recorded detailing the restorative measure taken and sent home the same day (if possible) to parents. Red Slips will be tracked by SLT for repeating patterns of behaviour.

Pyramid of support

Some children need additional support and may be given a personalised Pyramid of Support. This is to support the child in ensuring any specific need are met and procedures are clear and visual, which all stakeholders follow. Pyramids of support will be co-written by a member of the SLT in conjunction with the class teacher and shared with parents. A plan-do-review system will run alongside this until such time as it is felt the pupil is demonstrating the school's values.

Internal seclusions

Where a graduated response, dangerous behaviour or restorative justice is not effective. It may be necessary to internally seclude a pupil, in some circumstances, where they are demonstrating a clear disregard for; the school's values, an escalation of the Behaviour Pyramid or for the safety of other children. A pink slip will be written and 'time out' in another class for either a lesson, the morning, the afternoon or the whole day. Parents will be informed of this decision.

Exclusions

Through the positive manner in which we encourage all pupils to do their best, and through the supportive and encouraging environment, behaviour for nearly all pupils should lie within the boundaries of the school's rules. However, there may be an occasion when a pupil goes beyond what is acceptable behaviour or if their behaviour is unsafe or prevents others from learning then the Headteacher would consider excluding the pupil for a period of time or, in extreme circumstances, permanent exclusion may take place.

Bullying – Please refer to our anti-bullying policy

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school's values in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school. We strive to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child through the Graduated Response, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to the deputy headteacher, followed by the Headteacher if the matter is still an issue. If these discussions cannot resolve the problem, a formal complaint may be made following the schools Complaints Procedure.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of unacceptable behaviour. We also keep a record of incidents that occur at break or lunchtimes where further investigation is needed.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation, and that no child is treated unfairly because of race or ethnic background. (Please see the responding to prejudice related incidents policy.)

It is the responsibility of the governing body to monitor suspensions and exclusions. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.