

Behaviour Policy

Little Thurrock Primary School



LITTLE THURROCK PRIMARY SCHOOL Positive Behaviour Management Policy

Introduction

At Little Thurrock Primary School we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidences of poor conduct are minimised.

This policy clearly outlines how Little Thurrock Primary School creates a learning environment conducive to good behaviour and how our school rewards, celebrates and teaches positive behaviour. The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

Creating a Positive Learning Environment

The physical environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes these non-negotiable expectations:

- school/classrooms are always kept tidy and free from clutter
- exemplar work from around the school is displayed in the central corridors
- resources are labelled and organised in a way that is practical and accessible for children
- discussion of Golden Rules during the first week of the academic year and displaying them throughout the year in the classroom
- ensuring good quality displays of pupils work across all attainment ranges and resources that reflect the context of the school and act as a support for learning
- pupil groupings for activities being displayed in the classroom and careful consideration is given to where individuals sit and who they sit next to

- furniture is arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably and access resources
- teaching resources are of good quality, adequate in quantity, visually stimulating and text is large enough for pupils to read from a distance
- adults are role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc

Atmosphere/ethos

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore at Little Thurrock we strive to ensure that:

- all staff have high expectations of pupil behaviour and pupils' ability to make progress
- teachers deliver lessons in an engaging, confident, and enthusiastic way
- teachers constantly and consistently praise the whole class and each pupil in the class
- teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- **all adults** act as good role models for pupils including the way that they speak, dress, behave, etc.
- any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- pupils are constantly informed about how successfully they are achieving the learning within lessons and given support and guidance where appropriate
- teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- all pupils leave the class at the end of the day feeling good about what has been achieved, and secure about their place in the class
- adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- adults avoid shouting, except in extreme situations, (remembering the less we raise our voice the more effective it is if we have to)
- in every possible situation, e.g. class, playground, assembly hall, **ALL adults model** the behaviour they expect from our pupils

Rewarding and celebrating good behaviour

The school praises pupils for good learning and good behaviour at every opportunity. We also reward pupils with stickers and certificates. **These are the only materialistic rewards that we give.** We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, all staff strive to ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils).

Rewards include:

- Verbal praise/congratulations, **explaining why they are being praised.**

- Pupils will be awarded special stickers and a certificate either for their consistent good work or behaviour, or to acknowledge how they have demonstrated one or more of the co-operative values of self-help, self-responsibility, democracy, solidarity, equality and equity. These will be awarded in a Friday celebrating achievement assembly.
- Sending pupils with good work to other classes and subject leaders.
- Displaying best work around the school.
- Informally speaking to parents at the end of the day to praise their child (or through a telephone call or letter).
- Publishing pupils work or their successes in the school newsletter
- Termly postcards home from the Deputy Headteacher or Headteacher for pupils who have made significant effort or progress in their learning or behaviour.
- Being chosen as a monitor.
- Being rewarded dojo points.
- Being voted as a School Councillor by their class.
- Termly attendance certificates for high levels of attendance.

Dojo Points System:

The Dojo point system is a reward system across the school and encourages pupils to work together as a team, as well as working towards their own personal goals. Teachers can communicate with parents to share positive behaviour messages.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.

Pupils learn about good behaviour through teaching and applying the **Golden Rules (Appendix 1)**:

We make positive choices with our words and actions.

We always strive to learn and never give up.

We work together respectfully.

We take responsibility for everything we say and do.

We keep ourselves and others safe.

During PSHE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. This also enables pupils to acquire good oracy skills, again useful when avoiding conflict.

School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each others' opinions.

Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a step up behaviour system to help manage classroom behaviour. **This is a whole school approach to general classroom behaviour management.** After a reminder prompt and perhaps other low key responses from the class teacher, should the unwanted behaviour be repeated, the child is given a clear explanation of the consequence resulting from that behaviour. There are agreed whole school sanctions (see below) for when a child moves up the stepped behaviour system (and beyond). Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour is referred immediately to be dealt with by Deputy Head Teacher or Head Teacher immediately.

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

Consequences for Wrong Choices with your Behaviour and Not Following the Golden**Rules**

STEP 1	Examples of wrong choices	Possible Consequence for you
STEP 2	Examples of wrong choices <ul style="list-style-type: none"> • Talking when you should not be. • Being out of your seat when you should not be. • Making silly noises which are disrupting others. • Not walking around the school in a calm and quiet manner. 	Possible Consequence for you <ul style="list-style-type: none"> • Reminder of Golden Rules from class teacher. • Adult will speak to you or show you that they have seen the wrong choices you have made. • You may be moved to another table/area in the class. <p><u>THIS IS YOUR CHANCE TO MAKE THE RIGHT CHOICES.</u></p>
STEP 3	Examples of wrong choices <ul style="list-style-type: none"> • Continuing to do Step 1 things even though you've had the opportunity to stop. • Not completing a reasonable amount of work in class because of your behaviour. • Deliberately distracting other children and stopping their learning. • Lying to avoid taking responsibility for own actions. 	Possible Consequence for you <ul style="list-style-type: none"> • Missing minutes from your break times (morning or lunch play). • 'Time out' either in your class, on the playground or in another class. • Parents/Carers being told by class teacher. • Being moved to 'yellow' on your class traffic lights after two warnings. <p><u>YOU STILL HAVE THE CHANCE TO MAKE THE RIGHT CHOICES.</u></p>
STEP 4	Examples of wrong choices <ul style="list-style-type: none"> • Violence (not keeping hands and feet to yourself). • Purposely destroying other people's property. • Stealing • Persistent rudeness including swearing. • Bullying • Using very unkind words towards others which could hurt their feelings. • Leaving the classroom at any time without permission. 	Possible Consequence for you <ul style="list-style-type: none"> • You may be taken to the deputy headteacher. • Your parents/carers could be told. • You could have an internal seclusion where you will not be allowed to do your work with the other children in the class, or have lunch or play with them for half a day/one day. • You may need to spend time with an adult in the area outside the SLT office. • This will be recorded on CPOMs so that SLT will know. • Being moved to 'red' on your class traffic lights. <p><u>YOU STILL HAVE THE CHANCE TO MAKE THE RIGHT CHOICES.</u></p>
	Examples of wrong choices	Possible Consequence for you

STEP 5	<ul style="list-style-type: none"> Extremely dangerous behaviour which puts other people at risk. 	<ul style="list-style-type: none"> You could be permanently excluded from this school and would have to move to another school away from your friends. You may not have a choice which school you get moved to.
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***See appendix 2 for Early Years and identified pupils with additional needs stepped approach to behaviour**

Lunchtimes -The same steps are followed for incidents at lunchtimes. If a child reaches step 3 the class teacher and a senior leader must be informed. Ensure the child's behaviour is recorded on the schools electronic behaviour recording system CPOMS

It is recognised by the school that in certain circumstances Reasonable Force may need to be used

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils.

When reasonable force can be used:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

At Little Thurrock Primary School reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Time for reflection

At Little Thurrock, we appreciate that some of our children find managing their behaviour challenging. If we feel that a child is at risk of harm to themselves and/or children and

adults around them, then a member of the Senior Leadership Team will make a decision on whether or not a brief amount of time is spent out of the classroom. A quiet room that allows for reflection, regulation of emotions and the beginning of positive behaviour choices will be used.

When children are in this room, a member of the senior leadership team and/or the school learning support team always supervises them. Restorative conversations take place as soon as there has been a de-escalation from the child. Once the child is deemed no longer a risk to themselves and/or others around them, they are no longer required to stay in this space.

Procedures for Fixed Term Exclusions from School

Following the Education and Inspection Act 2006, our school closely follows the government guidance on exclusion from schools: [Exclusion from maintained schools, academies and pupil referral units in England](#) June 2012

Procedures for Internal Exclusions

When a pupil has gone beyond the step up behaviour system then internal exclusion may be considered. In the event of an internal exclusion, the pupil's parents/carers will be notified by the headteacher or another member of the Leadership Team, in writing. The headteacher(s) will decide how many days the exclusion will be in place for and staff will be informed via the diary board in the staffroom.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The classteacher of the excluded child will need to set work for the exclusion
- Work from the classteacher must be left with a member of SLT before the start of the school day
- No work is expected to be set during the lunch period as the child will be eating their lunch and then will read their reading book/s
- Work given should be easy enough for the child to complete unaided
- Staff supervising the 1st session from 9.00am or a senior manager, must collect the excluded child from the main office and escort them to the designated area.
- Staff supervising the last session of the day will need to escort the child to the main office at 3.10pm for them to be collected by a parent/carers. Staff do not need to wait with the child until they have been collected, as the responsibility will then fall to the office staff
- If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet
- During the lunchtime session the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- During supervision staff should not help the child with their work or engage in conversations with them. If they are stuck they need to go onto the next questions/task, but if you feel that they are using this as an excuse to not complete the work, explain that there will be additional sanctions for incomplete work. If this occurs, please put a note with the work in the Senior Leadership Team's office

- The member of staff supervising should, where possible, bring some work with them to do, e.g. cutting out letters for a display, reading plans or other relevant documents, etc.
- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the Head Teacher or Deputy Head Teacher immediately
- **The child should not be left unsupervised at any time.** If the member of staff supervising the next session fails to turn up, then contact a member of senior leadership for them to arrange for someone to cover.
- **Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel**

Walking Classes/groups of children around the school and on trips

Pupils walk around corridors quietly and respectfully, one behind the other.

All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be loud and consistent. When groups of pupils do not travel appropriately and praise does not work, pupils must be made to line up again if necessary.

Adults should avoid 'chatting' with pupils if pupils are walking quietly into assembly or the classroom and endeavour to role model the behaviour expected of pupils

Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). Picking up on the 'little' things such as walking around the school helps pupils to understand that high standards are the norm at our school. At the same time it is important that adults regularly explain to pupils why we expect them to walk in silence.

Restorative Approaches

At Little Thurrock Primary School, we believe in using restorative approaches to settle disagreements and disputes. It empowers both parties and reduces the reoccurrence of negative incidents. The questions we use are:

What happened?

What were you thinking at the time? What were you feeling?

What are you thinking and feeling now?

Who has been affected? How have they been affected?

What do you need now?

Support Systems for Pupils with Additional Needs

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, and CAMHs etc. However, this school recognises that many children with

additional needs require the security of boundaries and the same high expectations for behaviour.

Pupils with Special Education Needs

At Little Thurrock Primary School, we understand that pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils, such as those with ADHD and ASD, thrive on having clear, precise and consistent boundaries. Pupils with special educational needs relating to behaviour, are given specific targets on an individual Behaviour Plan, to support them in making progress in this area. As part of this Plan, they may also have their own individual reward and sanction system, which has been determined by the class teacher and Inclusion Team, with the involvement of the pupil and parents as much as possible. Targets are reviewed regularly, every 6-8 weeks. Individual pupils may also be allocated a Learning Support Assistant for a certain percentage of the week and/or receive additional outreach support from an external agency. Some children with SEMH issues, will be referred either to our school counsellor or to CAMHS, for specialist support. New referrals are made initially by class teachers, who record their concerns on an SEND referral form and send it to the Assistant Head teacher with responsibility for Inclusion. This information is then shared with the rest of the Inclusion Team, who discuss and decide on an appropriate course of action. Pupils that require a higher level of support due to difficulties regulating their behaviour will have a behaviour plan and/or risk assessment.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher(s) and members of the senior leadership team have a responsibility to **'lead from the front'**.

The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

No pupil should be sent to sit outside the SLT office at any time without prior agreement of Deputy Head teacher/Head teacher unless behaviour has gone beyond the step system.

Governors regularly monitor the effectiveness of this policy.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's

welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact one of the senior leadership team, and if necessary the headteacher. If the concern lies with the headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis by use of a whole school electronic behaviour system CPOMS. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Lunch time behaviour is recorded and monitored on CPOMS.

All behaviour is recorded and monitored on CPOMS. Copies of all exclusion letters are also kept in pupil files.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

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.

Date: January 2020

Review Date: January 2022

Agreed by:

Chair of Governors: Denise Manson

Signed: 

Date: 29 January 2020

Appendix 1:

Golden Rules

We make positive choices
with our words and actions.

We always strive to learn
and never give up.

We work together
respectfully.

We take responsibility for
everything we say and do.

We keep ourselves and
others safe.

Appendix 2:**Behaviour Procedures for EYFS and Identified pupils with additional needs**

We understand that children in EYFS and those with additional needs may need modelling and support in order to learn and demonstrate expected behaviours.

Children need to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. However, we recognise that this is developmental and requires support, encouragement, teaching and a positive model. Above all we recognise that it takes time.

In EYFS and for those pupils with additional needs, we are forming the basis for developing the understanding of the school golden rules. Reference to the golden rules should be done so positively and discussion should take place about how they contribute to a happy environment for everyone. We share and celebrate examples of positive behaviour with the class e.g. "thank you for picking up that toy, you are helping to keep our classroom safe".

Consistent approach

This process requires a consistent approach from all adults. It is the responsibility of all staff to adhere to the expectations for positive behaviour.

Each EYFS classroom has a visual behaviour chart. For those children with SEND, this will either be displayed in their classroom on a smaller scale or be individual to them (e.g. be small enough to carry around where needed). Each child's name/photo is displayed on the chart.

Rewards

Each child starts each session on the sunshine symbol. Positive behaviour is rewarded by a move to the rainbow symbol and this is verbally celebrated with the child.

Sanctions

If, after modelling expectations the child makes the wrong choices the following will happen:

Clear modelling must take place, and the child needs to be given the opportunity to demonstrate what has been modelled to them.

Step 1 – Child is given a reminder, the adult tells them what the reminder is for. The child will repeat what it is for and then will move their face/name onto the 1st rain cloud.

If the wrong choice is made again, the child receives a second reminder. As above, they are reminded of choices and behaviour and their name/face is moved to the second rain cloud.

Step 2 – The child is told what they have done and asked to move their face/name to the storm cloud and asked to sit in the time out spot. The time out should last for the same amount of minutes as their age and a sand timer is used. For those children with SEND the time out should last for no longer than 5 minutes.

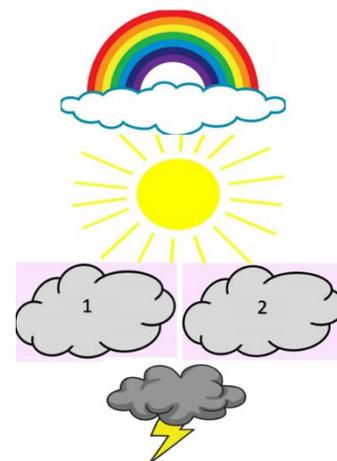
If the child is moved to the storm cloud and given a time out this must be recorded on CPOMs.

Restorative approach

Immediately after the time out and before the child returns to learning, the adult discusses the following:

What happened? How are you feeling? What should you do next time?

The child should then move their name/face back to the sunshine to promote a fresh start following the time out period.



If a child is placed on the storm cloud more than 3 times in one day, the member of staff working with that child should come and speak to SLT about the behaviour.

Appendix 3:



Restorative approach incident form

Name: _____

Date: _____

Who was involved?

Class: _____

What happened?

What were you thinking at the time? What were you feeling?

What are you thinking and feeling now?

Who has been affected? How have they been affected?

What do you need now?