POSITIVE BEHAVIOUR POLICY

Amendment to the policy
COVID-19 from 06.09.21

In light of the need for children to behave differently when they return to school, the following new rules will need to followed by children and reinforced by all staff:

- Children of a compulsory school age must be in school unless a statutory reason applies (for example, the child has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).
- All children and adults will wash their hands for at least 20 seconds (and use hand sanitiser gel under supervision of adults) regularly throughout the day, including entry to the site.
- When sneezing all adults and children will follow the 'Catch it, bin it, kill it' approach using a tissue and put them straight into the lidded bin.
- All children and adults will try hard to avoid touching their faces (mouth, nose and eyes) as much as possible.
- All children will inform an adult immediately if they feel hot or begin to cough or any symptom identified by PHE/NHS guidance.
- All adults will inform a member of the SLT immediately if they feel hot or begin to cough or any symptom identified by PHE/NHS guidance.
- All children and adults will only use their own drinks bottles and will not share these with anyone else.
- Children will not cough or spit at anyone else.

All staff will model the above rules at all times to the children and use the rewards/sanctions within this policy to reinforce these rules.

1. Introduction

The school aims to provide a safe, secure, supportive environment where children can learn to the best of their ability, and where teachers can teach to the best of their ability. This policy document is a statement of the aims, principles and strategies for promoting positive behaviour. It is linked to the Governor statement of behaviour principles which state that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

- It has been developed through a process of consultation and discussion between all members of the school community and is subject to regular review.
- This policy is also an essential part of the school's PSHE policy and teaching approach.
- It should be read in conjunction with the school's Vision and Aims, the Governor statement of behaviour principles and the following policies Anti-bullying, Teaching and Learning, Marking and Feedback, Special Educational Needs and Reasonable Force.
- It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people.
- Some of the strategies outlined are taken from 'Quality Circle Time' in the Primary classroom – a guide to enhancing self-esteem, self-discipline and positive relationships.

2. Aims
At Pinewood Infant School we aim to promote positive behaviour through respect for one another and a consistent approach, which appreciates the rights, views and property of others. We believe in trusting relationships, alongside supportive and cooperative teamwork, are essential for teaching and learning to take place.

3. Responsibilities

All members of the school community work towards the school's aims by:-

- respecting adults and children as individuals, acknowledging their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- rejecting all conduct involving bullying or harassment;
- helping to develop strategies to eliminate undesirable behaviour, both within and outside the classroom, and applying these consistently;
- caring for, and taking a pride in, the physical environment of the school;
- working as a team, supporting and encouraging one another.

It is essential that the whole school community should have a clear understanding and knowledge of expectations and should adhere to them conscientiously.

Staff, pupils, parents and governors must fully understand and be actively involved in supporting the school policy and guidelines relating to managing pupil behaviour.

Approved	July 2021
Review date	July 2022

Guidelines for Management of Pupil Behaviour

School Golden Rules

Do	Don't
be gentle	hurt anyone
be kind and helpful	hurt people's feelings
be honest	cover up the truth
work hard	waste time
look after property	waste or damage things
listen to people	interrupt

1. Strategies/incentives/rewards

- staff act as role models;
- staff offer support and guidance to children, including praise and encouragement for all to succeed, without fear of failure;
- classroom organisation and management facilitates independence;
- opportunities are provided for children to discuss appropriate behaviour e.g. circle time and assemblies;
- teachers and support staff work collaboratively with a shared philosophy and practice;
- collaborative work within and across year groups helps to develop good relationships;
- ensuring that children have the opportunity to succeed in all aspects of work - one of the biggest incentives for children is the opportunity to succeed;
- children have a central involvement in acknowledging and respecting the school 'golden rules';
- sharing good behaviour and good learners - within classes, across classes and weekly 'celebration' assemblies;
- children discuss and nominate one another for 'celebration' during Friday assemblies;
- children's names written in the 'Golden book of celebrations' - for all to see, including parents;
- 'stickers' and stamps are used as rewards for good behaviour and good work;
- whole class Marble jar with collective responsibility for earning the reward;
- children given responsibilities within the classroom and around school - rota of helpers used so all have the opportunity;
- children used as good role models i.e. Playground Friends;
- parents encouraged to provide support for school discipline policies by signing the Home/School Agreement;
- opportunities for support staff to praise children e.g. lunchtime 'stickers';
- 'Golden Time' activities for whole class 'Golden Time' every Friday;

- 'Hot Chocolate Friday' with the Headteacher – for children who always try hard;

2a. Strategies for eliminating undesirable behaviour

- early contact with parents to discuss matters which affect a child's happiness, progress and behaviour;
- conscientious supervision of children at all times;
- rapid response to incidents of bullying, and racial or sexual harassment;
- range of strategies to engage children's interest at playtimes/lunchtimes e.g. use of playground games; quieter areas for sitting;
- teachers and support staff take quick firm action to prevent a child hurting another child or hindering their learning;
- staff ensure that the child understands it is the behaviour and not the child that is being reprimanded;
- staff communication ensures that information is shared and all staff are aware of children who need extra support in school or on the playground, this is shared regularly through staff meetings and briefings;
- At no time is force to be used as a punishment and reasonable force is only to be used in extreme circumstances to prevent danger to the child themselves or others and should only be used as a last resort. (See Reasonable Force policy.)

2b. Sanctions

- children are given verbal warning and the class system such as 'clouds and sun' are used to give children warnings and a chance to redeem themselves. This is linked to the Golden Rules and golden time. Children can miss 5-10 minutes of 'Golden Time' if Golden Rules are broken and they are put on the 'cloud'. The opportunity is given to 'earn back' golden time;
- 'time out' for persistently inappropriate acts relating to behaviour or work – children can be sent with a note to another class e.g. "I have come to join your class for five minutes";
- holding hands with an adult to encourage observation of good behaviour on the playground;

2c. Bullying

The teacher deals with initial incident and reports to Headteacher who will decide whether to telephone parents to discuss how home and school can work together to solve the issue; (see anti-bullying policy and guidelines)

2d. Persistent poor behaviour - Behaviour Modification Strategies

There are a minority of children who are beyond many of the motivational ideas outlined within the school reward system. There are a range of behaviours that these children can engage in, including acts of aggression against staff, other children and property.

When children exhibit poor behaviour over a protracted period of time the school uses a range of behaviour modification strategies. These include:

- Use of child specific targets and associated rewards;
  These guarantee daily success for a child with low self-esteem. To achieve success this needs to be an agreed (teacher & child) daily programme of achievable targets;
- Use of sticker chart which the child can take home when full to celebrate their success;
- Marbles in a jar;
- Use of Timer to calm a child down and as a tangible, visual re-enforcer of how long they have to continue their attempt to achieve their target;
- Use of Circle Time/PSHE as a support system;
- Increased parental involvement in modification strategies;
- Use of educational psychologist for specific advice;
- Use of Inclusion Support Service/ Primary Behaviour Support Service for advice;
- Membership of a social skills group;
- Identification of a trusted adult to talk through issues with (school ELSA);
- Social stories;
- Time out;

- Circle of friends;
- Games club.

Each child experiencing difficulties with behaviour must be offered the following:

- a respectful, valuing relationship;
- access to a range of listening systems;
- regular opportunities to understand Golden Rules;
- lots of positive feedback through incentive systems;
- consistent safe sanctions based on withdrawal of privileges;
- behaviour support through small achievable targets;
- therapeutic support through small group work, social skills group and one-to-one interventions;
- continuous liaison with any supportive adults in the child's life;
- liaison with any specialised external agencies.

The mental and physical safety of all members of the school community is the main objective and responsibility.

3. Severe Misbehaviour
Incidents which are considered to be very serious must be dealt with immediately by a senior member of staff and include;
1. Deliberate continued defiance
2. Deliberate significant damage to property
3. Leaving the school premises without permission
4. Bullying
5. Use of excessive verbal or physical abuse.

Any behaviour deemed to be serious will result in immediate contact with parents. The Executive Headteacher (EHT) or Head of Teaching & Learning (HoTaL) will need to consider very carefully the type of serious incident the child has been involved in. It may be appropriate to use one of the following sanctions. These are not listed in order and it may be that the EHT or HoTaL feels it appropriate to move to temporary or permanent exclusion straight away. When such behaviour occurs during lunchtimes the EHT or HoTaL may decide that the child is barred from the school during lunchtimes.

1. Child to work in another classroom for a longer determined period
2. Child to work in isolation for a determined period and breaks are spent indoors
3. Temporary exclusion
4. Permanent exclusion.

4. Lunchtime and Playtime
Playtimes and lunchtimes are important times for children to develop social skills and to let off steam. Children should conduct themselves in a safe and pleasant manner. At playtimes there will always be supervision by teaching staff and lunchtimes are supervised by the lunchtime supervisors. All staff should be aware of the procedures to follow when children do not conform to the rules. Rewards and sanctions should follow guidelines for in the classroom with
- praise for positive or good behaviour
- reminders and reinforcement of the Golden Rules
- use of stickers
- time out
- walking round with adult
- class teacher informed of behaviour
- child sent to a member of the SLT

Children who struggle to cope with lunchtimes will be identified and supported. They will be given opportunities to be taught strategies for positive play and helped to develop appropriate relationships.

5. Useful Strategies for Staff

Success in managing pupil behaviour depends upon how situations are managed when they arise. Chances of dealing effectively with situations are improved if adults model the behaviour expected from children.

IT IS IMPORTANT TO......

- avoid confrontation;
- listen carefully to all sides in a dispute;
- stay calm and quietly assertive, over reaction and loss of temper demonstrates a poor example to the children and may be seen by some children as the way to deal with their own problems;
- be consistent and fair, judge each situation on the basis of fact and evidence and do not make judgements based on previous behavioural trends;
- make clear the behaviour you expect;
- make clear what will happen if children do or do not choose to follow expectations;
- focus on the children who do follow the rules but signal to those children who choose not to that they should stop;
- recognise that children are more likely to behave well if lessons are well planned and differentiated to meet each child's needs;
- keep to the agreed policy and guidelines;
- be sensitive to factors that trigger problems, prevention is better than cure;
- deal with poor behaviour wherever or whenever it arises, to ignore it is to condone it;
- ensure that children are appropriately supervised in all areas at all times;
- use sanctions appropriately and where individuals are at fault, avoid punishment of a whole group;
- support colleagues, by working as a team, ensuring messages are clear and consistent and boundaries are understood.