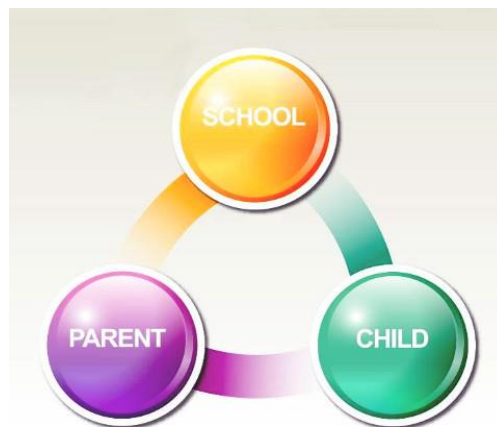




Moorside Infant and Junior School

Developing Positive Behaviours Policy 2018



Working together to secure the best outcomes for children

The basis of our Behaviour Policy is the continued focus on our school values:

1. Be kind
2. Be positive
3. Show respect
4. Take responsibility
5. Take PRIDE in what you do
6. Co-operate

Rationale:

All children have the right to learn and all teachers have the right to teach. This is with equal regard to race, age, gender, ability, creed and religion. The same high expectations of behaviour is or are expected from all our pupils, without exception; these will be modelled by all adults and taught through a restorative approach alongside our core value of being kind. **Parents are essential partners in the modelling and reinforcement of appropriate and acceptable behaviour and resolutions.**

Moorside aims to give all children equal access to the curriculum. Positive learning behaviours are essential to successful teaching and learning, so that time is not lost managing the distractions caused by individual children.

The school will make every effort to fulfil the entitlement of children and staff by:

- Having high and consistent expectations of children's behaviour.
- Using a consistent and fair system of rules, sanctions (restorative consequences) and (positive reinforcement) rewards by all adults for all children.
- Planning an appropriate curriculum that takes account of children's interests and abilities.
- Implementing an effective SEND Policy which makes provision for pupils with emotional and behavioural difficulties.
- Delivering the PSHE scheme of work from North Yorkshire (Cambridge Primary Personal Development Programme), circle times and assemblies which tackle issues relating to feelings and personal problems.
- Effectively using Solution Circles to explore appropriate behaviours and choices for different social and emotional situations.
- Using consequences that are appropriate to the behaviour/circumstance and not degrading or humiliating.
- Training all staff to use non-judgemental language and applying a restorative approach when resolving conflicts.
- Encouraging and celebrating the development of positive relationships between pupils through our values and school culture.
- Displaying and making reference to school expectations in each classroom.
- Having regular discussion and training for all staff.
- Reporting and monitoring incidents of poor behaviour.
 - Children will be taught to reflect on learning and behaviour experiences through ReflectEd sessions

Code of Conduct

In the classroom

We try hard to do our best and help others to do theirs

We are kind, polite and helpful to everyone in the school community

We respect other people, their possessions and school property

We ask for help when we need it

We accept responsibility for the things we do

We use quiet voices
We follow instructions first time

In the playground

We play fairly and with respect
We speak to adults with respect
We let children join in our games
We are kind
We help children who are sad or hurt
We take responsibility for our own behaviour and the choices we make
We ask adults to help us sort out problems in the playground
We put away the equipment we have used
When the whistle blows we stand still until our class is asked to walk into school

In the lunch hall

We wait sensibly and quietly at our tables and in the queue
We use please and thank you when our meal is served
We use quiet voices
We follow instructions first time
We stay at our table while we are eating
We try not to waste food and try new foods
We keep our area tidy and clear away our mess
When we are finished we walk sensibly out to play

Rewards and Celebrations of Good Behaviour:

There has been much research into the use of praise and rewards systems that concludes that it reduces motivation and the pleasure from learning to learn for children. The school has taken the decision to revise our strategies around this area, to join up with our work on Growth Mindsets and Meta-Cognition. Growth Mindset, Metacognitions, good behaviour is expected, praise is given to highlight exemplary behaviour

Children will receive the following **tokens of appreciation**:

- PRIDE tokens will be awarded to children for independently demonstrating our school values in the classroom, on playground and around school. These will be put in the coloured boxes associated with those values. We will celebrate the most pride tokens gained with a winning house half termly with a non-uniform day those which are most prominent and further promote those which are less evident.
- Marvellous ME messages and badges are rewarded to share the positive messages with parents so that they can share the love
- 'Steps to Success' books for writing and numeracy will record 'good examples of progress' of children's work which demonstrates exemplary learning behaviour.

- Each class will have a marble/pasta jar or a class system for shared co-operation and team work. At an appropriate time, the children will vote for an appropriate whole-class reward/treat.
- Whole class awards also celebrate the 'smartest class' of the week and attendance
- Children who are consistently demonstrating positive behaviour and attitudes to learning have their names on a recognition board in the classroom. Hot Chocolate Friday celebrates children who are consistently on the board.

Acknowledgement and positive feedback strategies:

(Suggestions below are taken from The Natural Child Project)

- **Focus on the child's pleasure at achieving**, e.g. "You looked like you enjoyed working on that/reading it out/performing your song." "I'm glad you did that, you look happy with yourself."
- **Help them to self evaluate**, e.g. "Are you happy with how that piece fits into the puzzle?" "How do you like your drawing?"
- **Use "I" statements, instead of labelling the child.** For instance: "I like the colours you chose!", or "I love how you sang that song!" - instead of: "what a good drawer you are!", or "you're a good singer".
- **Comment on the behaviour, not on the person.** Feedback and acknowledgment are definitely important. Imagine your child has just played you a new piece she has learned on the piano. Instead of saying: "What a good player you are!", you could tell her how much you enjoyed the piece. Better still, be specific. Tell her what in particular you liked about her playing.
- **We acknowledge** expected behaviour and work with a 'thank you'.

The comments are linked to our PRIDE ethos.

Consequences

Each classroom will display the school's expectations for positive learning behaviour, alongside the behaviours for yellow and red flag behaviours. These can be added to by class teachers, depending on the needs of the children within the class. (Appendix 1)

When children persistently choose to behave in a way that affects the learning or wellbeing of others, despite reminders and choices/consequence statements from adults, they will receive the following consequences:

- Quiet reminders/conversations
- A discrete verbal warning, recorded on the white board.
- A second warning, referring to the class rules and school ethos, resulting in a Yellow Card 'flag' and 5 minutes consequence at breaktime – this may be to complete work that has been missed.
- A third warning - (Red Card/flag) may lead to a child:
 - needing time outside the classroom up to 5 minutes to compose themselves before returning to their work;
 - working on a table within the classroom for the rest of the session.

- taking their work to another classroom.
- The consequence should mirror the behaviour.
- A Red Card will be given without a warning for Swearing, Violence and Racism and all forms of discrimination. All prejudice based incidents will be recorded on the pupils file and will also be filed with the Local Authority.
- A Red Card will be recorded in the classroom behaviour file and on a behaviour report form (Appendix 3). The child will take part in a restorative conversation. In Key Stage 1, this is a social story. The child will write a letter of apology in *Payback*. Once completed the child will be asked to read the letter to the person it is addressed to. The adult or child must sign this letter which will be sent home to parents. Parents will be sent a text informing them of the incident and to expect the letter which they should share with the child
- When a child receives three red cards in a half term the teacher must arrange to meet with the parents to create a plan to improve their child's behaviour. Outcomes of the meeting should be reported to the Headteacher and recorded on the child's personal electronic file. Teachers should discuss whether the child requires an individual behaviour plan with the SENCo. (See below for further information on IBPs) (Lunchtime procedures are in Appendix 2)
- The Headteacher/Deputy Headteacher will review the entries in the *payback* folder at the end of each half term.
- In the Foundation Stage, children who display unkind or defiant behaviour, will be given 'thinking time' for 5 minutes, to compose themselves in a quiet area in the room. They will then have a restorative conversation. If they continue to display such behaviour, they will be kept inside at playtime. These incidents will also be reported to parents.
- Blame blocks will be used to support the restorative conversation.

Keeping Parents and carers informed

Parents will not be informed if behaviour has been successfully managed in school. In the majority of incidences of improving the behaviour of children, which will be managed successfully by the child with guidance from the teacher, parents will not be informed. However, where a teacher feels that the behaviour is 'out of character' or becoming more frequent, parents may be invited in to meet with the class teacher or the Parent Support Advisor. A change in children's behaviour is often an indication of changes at home or with friendships. It can suggest the child is not coping and feeling stressed. The purpose of the meeting would be to establish any underlying causes and identify suitable additional support that may be of help.

The teacher or Headteacher may suggest using outside agencies where they feel more expert advice would be beneficial. Parent's permission needs to be sought to make a referral for support and any engagement with an agency is consensual, unless there are safeguarding implications, in which case school would seek support directly without seeking parental consent.

Individual Behaviour or Pastoral Support Plans/ Risk Assessments (My Plans)

Children whose social, emotional or behavioural difficulties cause sufficient concern for us to refer them to outside agencies, will have an individual plan / risk assessment written. This will usually be written the class teacher, and SENCO, with input from parents and outside agencies. The class teacher and/or teaching assistant will monitor the plan on a daily basis and behaviour reporting system daily. Behaviour trackers may be used.

On rare occasions, trained staff may have to physically remove a child from a situation using restraint strategies. Please refer to our RPI policy for further information.

Further strategies are outlined in our Individual Behaviour Plan Policy.

Exclusions internal/external:

These are regarded as the last resort when other strategies have been exhausted.

In the first instance the school will consider using an internal exclusion, where the child will spend the day away from their class in a learning support room to complete their work. They will be given comfort breaks and fresh air. They will not spend any time with peers, at break times or during lunch but will be supervised at all times by an adult.

Parents and carers will be notified of this arrangement prior to it taking place. Only the Headteacher, or the Deputy Headteacher can authorise this measure.

An external exclusion may be fixed term or permanent.

Exclusions will be given if a child: -

- persistently breaks school rules.
- puts other children or staff in danger of being hurt or threatens to harm them
- causes actual harm to other children or staff, or damages property or the fabric of the building
- frequently stops other children from learning

Only the Headteacher has the authority to exclude a pupil from school.

The Deputy Headteacher may act on behalf of the Headteacher in the Headteacher's absence and if possible with the Headteacher's permission.

Procedure:

The school follows Improving behaviour and attendance: guidance on exclusion from schools and Pupil referral units September 2012 (DFE).

The Headteacher will also follow the guidelines as laid down by the North Yorkshire LA. The parents will be notified by telephone if possible and a formal letter will follow within one day. This will follow the model set by the LA. The Headteacher will inform the LA of every exclusion. If

the exclusion requires review by the Governing Body, then the Clerk will be informed and relevant Governors informed.

A reintegration meeting will be organised when targets are set prior to the child returning to school. It is expected that Parents/Carers will attend.

Restorative Practice:

Restorative Practice will be used when supporting children to deal with conflict; adults should use a no-blame restorative approach. Both the victim and the perpetrator should be given uninterrupted time to explain what happened. Each child is given the opportunity to tell the other how the incident has affected them.

The victim should be involved in the outcome of the incident and, if appropriate, help decide on a consequence.

- Using the conference script, offenders are asked these restorative questions:
 - “What happened?”
 - “What were you thinking about at the time?”
 - “What have you thought about since the incident?”
 - “Who do you think has been affected by your actions?”
 - “How have they been affected?”
- Victims are asked these restorative questions:
 - “What was your reaction at the time of the incident?”
 - “How do you feel about what happened?”
 - “What has been the hardest thing for you?”
 - “How did your family and friends react when they heard about the incident?”

Responsibilities

Governors: Monitor the effective implementation of the behaviour policy. Set up disciplinary and appeals committees as necessary

The Headteacher: has overall responsibility for ensuring positive behaviour.

Staff: The school staff, both teaching and non-teaching, share a joint responsibility for consistently implementing school policy for positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils’ responsibility is to be responsible for their own positive behaviour and meet the expectations set out in the school’s code of conduct.

Date	Review Date:	Coordinator	Nominated Governor
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Headteacher:		Date:	
Chair of Governors		Date:	