Moorside Infant and Junior School

Developing Positive Behaviours Policy 2016

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 feel safe and learn, and all teachers have the right to teach and be respected by children. This is with equal regard to race, age, gender, ability, creed and religion. The same high expectations of behaviour is 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 and 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 (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/punishments that are 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.
- 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

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

In the playground

We play fairly and with respect
We let children join in our games
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 always use quiet voices
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 praising outcomes reduces motivation and 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.

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 those which are most prominent and further promote those which are less evident.
- 'Steps to Success' books for writing and numeracy will record 'good examples of progress' of children's work which demonstrates exemplary learning behaviour.
- Children will be taught to reflect on learning experiences through their ReflectEd lessons held each week.
- Each class will have a marble/pasta jar for shared co-operation and team work. When jars are full the children will vote for an appropriate whole-class reward.

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.

Sanctions:

Each classroom will display the school's expectations for positive learning behaviour, alongside the behaviours for yellow and red cards. 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, they will receive the following sanctions:

- A verbal warning, recorded on the white board.
- A second warning, referring to the class rules and school ethos, resulting in a Yellow Card and 5 minutes in the hall at break time.
- A third warning - (Red Card) 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.
- A Red Card will be given without a warning for **Swearing, Violence and Racism** and all forms of discrimination. All racist incidents will be recorded and 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 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 and social 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. Fighting or hurting another child will result in an immediate 'big playground ban', where they will not be allowed to join their peers on the big playground at lunchtime. After 'thinking time' or a 'big playground ban', children will have a discussion with an adult about their behaviour and will be expected to make amends as appropriate. Any fighting or hurting will be reported to parents.

Keeping Parents and carers informed

The majority of incidences of improving the behaviour of children, will be managed by the child with guidance from the teacher, and parents may not be informed. However, where a teacher feels that the behaviour is 'out of character' or becoming more frequent or severe, parents will be invited in to meet with the class teacher. 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.

Individual Behaviour or Pastoral Support Plans/ Risk Assessments

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.

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 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 with the Head's permission 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.

Appendix 1

Moorside Junior School

Learning and Behaviour

GOOD…could be the 'Happy Face' Person for the Day!!!!		Yellow Card		UNACCEPTABLE – Red Card	
L	• All learning completed to your personal best standard • Working using your own ideas. • Using appropriate strategies when work is challenging. • -Working in the right spaces and with the right people.	L	- Completing all learning tasks with little effort and not to your personal best. - Taking too long to settle down to a task. - Refusing to work with your group / partner.	L	- Refusing to complete learning - No learning completed Any uncompleted work will go home.
B	- Completing your learning without fussing or distracting others. - Following instructions the first time of asking. - Putting your hand up when you have something to say and waiting your turn to speak. - Sitting sensibly. - Speaking politely. - Listening to adults and others.	B	- Not following instructions on the first time of asking. - Refusing to start your learning. - Calling out after 1 warning. - Distracting others after 1 warning. - Slamming doors. - Saying rude words. - Arguing with an adult. - Talking across the classroom. - Shouting at other children. - Poor attitude.	B	- Shouting at members of staff. - Refusing to follow instructions. - Persistently calling out. - Throwing things. - Property damage. - Running away. - Hurting others. - Persistent distracting others. - Threatening behavior.

Appendix 2 Playground Behaviour strategy:

Children should be engaged in purposeful play. MSAs have roles and duties to occupy pupils in a positive way, especially those who display challenging behaviour.

Children who are being unkind will be given a Yellow Card and have 5 minutes against the wall or return to class with their class teacher to cool down. Those who are displaying malicious behaviour such as swearing, aggression, physical violence, racist or bullying behaviour will immediately be escorted to the member of staff on *payback* duty to carry out the consequences of a Red Card in line with the classroom behaviour strategy.

MSAs will have white cards to inform teachers of positive behaviour during playtimes as well as Yellow and Red Cards.

Moorside Infant & Junior Schools

Behaviour Report form

Location	
Classroom	
Corridor	
Cloakroom	
Toilets	
Hall	
Dinner Hall	
Entrance	
Field/Playground	
Learning Support Rooms	
Art/music block	
Out of school grounds	
Education off site	
Other	

Behaviour	
Assault pupil	
Assault staff	
Attention seeking	
Bullying	
Damage property	
Defiance	
Disrespect to staff	
Disruption	
Fighting	
Inappropriate sexual	
Left room	
Racial abuse	
Self harm	
Swearing	
Theft	
Verbal abuse – pupil	
Verbal abuse - staff	

Date	
Time	
Name of pupil concerned	
Reported by	

Details of Incident

Time of day	
Before School	
Session 1	
Break time	
Session 2	
Lunch Time	
Session 3	
Assembly	
Session 4	
After school	

Action	
Verbal warning	
Yellow Card	
Time-out table in class	
Time-out table in another class	
Pay back time - lunch	
Referral to DHT	
Referral to HT	
Contact parents	
Exclusion	