

# Positive Behaviour Policy

**Adopted by White Meadows Primary Academy in:  
October 2018**

**To be reviewed:  
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## 1. Positive Behaviour Policy

### Introduction

- 1.1. This policy sets out the purpose, nature and management of behaviour in our Academy.
- 1.2. This policy reflects the consensus of opinion of the whole teaching staff. The implementation of this policy is the responsibility of all staff.

### Entitlement

1.3. We aim to ensure that:

- We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the Academy community;
- The furniture is comfortable to work at;
- There is easy access to water and fresh air;
- The temperature is kept at a comfortable level;
- There is space in the learning environment to celebrate success;
- There are good quality and interesting resources to work with;
- There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
- Each child is valued as an individual;
- We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
- There is an understanding that we all have rights, rules and responsibilities.

### Rights, Rules and Responsibilities

#### 1.4. Rights

- 1.4.1. At White Meadows Primary Academy, we believe that children have the right:
- To learn;
  - To feel safe;
  - To be happy;
  - To be an individual;
  - To be listened to;

- To be treated kindly, fairly and equally;
- To have access to the school at appropriate times;
- To communicate and express themselves;
- To be left alone;
- To share ideas and ask questions;
- To have a friend and to join in games.

### 1.5. Rules

1.5.1. The Academy has a set of 3 rules or expectations of behaviour; which apply to every situation:

- Be kind
- Be safe
- Be responsible

1.5.2. These rules are then adapted within class to create age appropriate class charters (following the PSHE SEAL unit of work for New Beginnings).

### 1.6. Responsibilities

1.6.1. Governors are responsible for following the legal guidelines on the Academy's Positive Behaviour Policy and monitoring and reviewing the Behaviour Policy.

1.6.2. The legal responsibilities for the discipline of the school lie with the Governors who have delegated the day-to-day management to the Head of School and Executive Headteacher. Parents/carers of an excluded child have a right to make a written representation to the Discipline Committee of the Governing Body. The Governing Body will take steps to consider any such representation.

1.6.3. The staff are responsible for:

- Recognising that good behaviour needs to be taught;
- Having high expectations of *all* people in the Academy;
- Applying the Behaviour Policy in *all* situations and to *all* children in the Academy;
- Communicating behaviour clearly and effectively with others;
- Having a good knowledge of the Academy's Behaviour Policy;
- Following its procedures for positive and negative consequences;
- Being consistent and fair;

- Providing a learning experience when dealing with children's behaviour;
- Clearly rewarding positive behaviour;
- Following behaviour management procedures to ensure that children are ready to learn;
- Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- Actively seeking positive relationships with parent/carers;
- Providing an inclusive curriculum which promotes a high self-esteem;
- Using the clear agreed language of positive behaviour management.

1.6.4. The Senior Leaders are responsible for:

- Monitoring the implementation of the Positive Behaviour Policy and its procedures to ensure that it is consistent across the Academy;
- Supporting staff with the implementation of positive behaviour management strategies;
- Being available to support teachers communicating with parent/carers;
- Being available over lunchtimes to support midday supervisors.

1.6.5. Parent/carers are responsible for:

- Supporting the Academy's Positive Behaviour Policy;
- Attending the presentations of rewards;
- Sharing information about what is happening outside of the Academy which may affect their child's behaviour;
- Being available to discuss their child's behaviour with the Academy.

1.6.6. Children are responsible for:

- Doing their best to contribute to a positive learning environment and allowing others to do the same;
- Taking responsibility for their own behaviour;
- Helping to create a secure environment where children can be safe, happy and learn.

## **Inclusion**

- 1.7. White Meadows Primary Academy promotes the learning and participation of everyone within the Academy community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all.
- 1.8. The Academy's inclusive culture is reflected in all Academy policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of the Academy. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the Academy.
- 1.9. Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given an equal priority and available resources are used to maximum effect.
- 1.10. White Meadows Primary Academy recognises behaviour management as a subject and therefore it is differentiated where appropriate. Where patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the Senior Leadership Team (SLT) or Inclusion manager, will request a meeting with parents/carers. The child will then be placed on a Behaviour Monitoring Record (Appendix 9). This is then reviewed weekly and parents/carers are asked to sign it daily. At this stage, the Academy's policy for positive and negative consequences is followed.
- 1.11. If the patterns of behaviour continues the child would have a 'Behaviour Contract', which will include achievable targets and rewards. The consequences will differ and smaller steps will be given to the child e.g. they will receive a sticker for every session of the day which will accumulate to a reward at the end of the week. This *may* form part of the child's IEP or IBP (Individual Education or Behaviour Plan). This contract should be for a specified time and evaluated at the end of this time.
- 1.12. If it is necessary to restrain a child, the Academy's policy on Positive Handling will be adhered to.

## **Resourcing**

- 1.13. Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include:
- Observation of teacher colleagues
  - Training sessions for staff
  - Consultation with specialist teachers

1.14. Implementation is a *whole Academy* responsibility and supported through the ethos within the Academy.

1.15. This will be achieved in a variety of ways:

Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the children and follow up their problems to a conclusion. When members of staff discuss behaviour with children, they will always aim to have a learning experience as an outcome and use the agreed language.

## **Strategies**

### **1.16. Non-verbal strategies and reinforcement**

1.16.1. Members of staff use non-verbal communication such as giving eye contact, smiling, using positive gestures (such as thumbs up and clapping).

### **1.17. Verbal reinforcement**

1.17.1. Members of staff use praise to groups and individuals.

### **1.18. Consequences**

1.18.1. These are set out in Appendix 1 of this policy. They outline the agreed consequences to negative and positive behaviour. The consequences outline individual consequences and group consequences.

### **1.19. Referral to other staff and senior staff**

1.19.1. By arrangement, and as part of the Academy's systems for positive and negative consequences, children are sent to other members of teaching and learning staff (teachers and teaching assistants) to share work, information and behaviour.

### **1.20. Communication with parents/carers**

1.20.1. Parents/carers are kept informed about all aspects of a child's behaviour. This is achieved by:

- Meeting informally with parents/carers at the beginning or end of the day;
- An invitation to an Assembly where special certificates for good work or behaviour are presented;

- If a child's behaviour is causing concern, parents/carers will be invited to meet with the teacher and/or senior staff to discuss how the child can be helped to change his/her behaviour.

### **1.21. Celebration Assembly**

1.21.1. Weekly Celebration Assemblies are used to celebrate good work, effort and behaviour. Star of the Week certificates and Good Work certificates are given to recognise good work and good behaviour.

### **1.22. Lunch Time**

1.22.1. Midday Supervisors are given guidance on their role in implementing this policy. In addition, they are given reward cards for children who display positive behaviour and follow the school rules on the playground and in the dining hall. They are responsible for liaising with the Senior Leadership Team during lunchtime and teachers at the end of lunch about children's positive and negative behaviour, which should be recorded in their personal midday supervisor book.

### **1.23. Dealing with Inappropriate Behaviour**

1.23.1. When dealing with inappropriate behaviour the main considerations are:

- That a learning experience is gained;
- That the behaviour is separated from the child so they understand it is the behaviour choices that need changing;
- Care for the individual or group of pupils involved;
- Prompt, fair and consistent responses by the adults concerned;
- Consultation with parents/carers if the child's behaviour is a cause for concern.

1.23.2. In some circumstances it may be necessary for the Senior member of staff or Principal to deal with inappropriate behaviour by talking to a large group assembled together.

### **1.24. Circle Time**

1.24.1. The use of Circle Time (Time to Reflect) is central to our Positive Behaviour Policy. Circle Time provides a framework for the development of self-esteem and positive behaviour. All teachers are expected to plan and deliver a quality Circle Time once per fortnight.



### **Links with Other Policy Documents**

- 1.25. Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy.
- 1.26. All Health and Safety issues related to this policy are covered within the Academy's Health and Safety policy.

### **Monitoring**

- 1.27. In order to monitor the effectiveness of this policy evidence will be collected in a number of ways, these include:
- Consultation with parents/carers via questionnaire and informal dialogue;
  - Teacher's records from their own classroom;
  - School Celebration Assemblies;
  - Dialogue with staff groups;
  - Review of targets on IEPs;
  - Records of certificates for good behaviour;
  - Records of incidents of bullying;
  - Records of incidents of racist incidents;
  - Exclusions.
- 1.28. The Head of School is responsible for carrying out the review of the Positive Behaviour Policy. The policy will be reviewed every 2 years.

### **Implications of the Discipline Policies and Pupil Behaviour on the Policy**

#### **1.29. Regulating pupils' behaviour outside Academy premises**

- 1.29.1. White Meadows Primary Academy has a statutory power to regulate the behaviour of pupils when off Academy premises and not supervised by Academy staff on educational visits; sporting events; behaviour on the way to and from school and behaviour when wearing school uniform in a public place. In these instances, disciplinary action will only take place on Academy premises and, where appropriate, parent/carers have been consulted. White Meadows Primary Academy would expect any out-of-Academy misconduct witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the Head of School.

#### **1.30. Detentions**

- 1.30.1. Detentions will not take place during Academy holidays, after Academy hours or weekends and non-teaching days.

### 1.31. Confiscation

1.31.1. The Academy includes confiscation of pupils' property as a disciplinary sanction in the Behaviour Policy. Confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for Academy staff who have reasonably confiscated pupils' property.

1.31.2. The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: "*it is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.*"

### 1.32. Power to search for weapons

1.32.1. The Academy can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search.

1.32.2. The guidance states the following:

Paragraphs 3.8.4 – 3.8.5 of the guidance briefly cover the basic powers of certain school staff to **search suspected pupils for knives or other weapons without consent**. This power to search derives from the *Violent Crime Reduction Act 2006*, which added new provisions to the *Education Act 1996*. It **only** relates to weapons and does **not** extend to searches for other material such as illegal drugs or stolen property. In these cases the police should only do searches. Section 45 of the *Violent Crime Reduction Act 2006* provides full and precise authoritative information, which can be accessed online.

Signature:

Chair of the Governing Body

Date:

## **Appendix 1: White Meadows Behaviour Strategies and Routines**

- The purpose of the exclusion zone is to replace fixed-term exclusion where doing so would be unsafe or unproductive for the child. Therefore, the exclusion zone is only to be used for Wave 4 emergencies (usually, but not exclusively, an action that requires a form of physical intervention) or actions that would usually result in fixed-term exclusion, and not as a result of progression down the behaviour chart. A list of behaviours that could warrant a child being internally excluded would be as follows:
  - Deliberately slapping or punching another child or adult
  - Biting a child or adult
  - A deliberate kick that was meant to hurt another child
  - Pinching
  - Stabbing another child with any object
  - Spitting
  - Using offensive or inappropriate language directly **towards another child or adult, including racist or homophobic language** (inappropriate language as an accidental outburst or not directed at a person should be treated by the class teacher under waves 1-3)
  - Deliberate and continuous acts of aggression towards property
- Children should spend more time in **class time out**, in the first instance. Children should be supported by the learning mentor with behaviour responsibilities, class teacher or classroom support staff in order to help support and change their behaviour choices. Where they have been able to do so, they should be allowed to reintegrate into normal working arrangements with their class.
- Children whose behaviour warrants a trip to their link class should be removed to a class **within their own year group**, as organised by their year group leader. Children in their link class will be isolated from other pupils. This will allow the child to continue working on the appropriate curriculum content and stop them from falling further behind their peers.
- Upon repetition of behaviour within the link class, and where attempts by the teacher to quell behaviours have failed, the child will be brought to SLT by a learning mentor with behaviour responsibilities, where a decision of further action can be made. **Please ensure that mentors are notified so that attempts to de-escalate can be put into place.**

- Children who need to be removed to link class should be supported by the learning mentor with behaviour responsibilities or their own learning mentor (where appropriate). **Behaviour should have been deescalated before the child is taken into the link class.**
- When the consequences of behaviour choices are being explained to the child, they should have had enough time to deescalate their emotional state to be able to properly process the conversation that the adult is having with them.
- **From calm**, children should spend no more than the following amount of time in their link class:
  - Y1/R: 15 minutes with support
  - Y2: 30 minutes and attend a reflection group
  - Y3: 45 minutes and attend a reflection group
  - Y4: 45 minutes and attend a reflection group
  - Y5: 1 hour and attend a reflection group
  - Y6: 1 hour and attend a reflection group
  - Children who misbehave in their link class will have the amount of time doubled. If this continues to happen, a member of SLT should be called to make a decision on next steps. This will be whether or not a child needs to go to a different classroom, away from their peers, or whether the child needs to be internally excluded for a period of time.
- **SLT will be the arbiter of whether a child should be internally excluded.** The SLT member on call, rather than the learning mentor, will then remain in the exclusion zone with the child. This is so that learning mentors are freed up to support behaviour on the ground.
- **SLT will take into account the following when considering the length of time in the exclusion room:**
  - Child's usual behaviours
  - Age
  - Medical conditions / Diagnosis / Needs etc
  - Mitigating circumstances specific to the incident
  - Evidence to support e.g. Investigation / witnessesThis list is non-exhaustive and other issues/events may also be considered.

## Playtimes

- Any action from the Wave 4 list that is enacted by a child will result in SLT being consulted on internal exclusion.
- Deliberate physical contact that emerges from rough or inappropriate playtime games will result in the child being removed from the playground and missing their subsequent playtime **but will not** result in internal exclusion. However, there may be exceptional circumstances that may require a child to be internally excluded (Refer to bullet-pointed list above). This will be facilitated by either a learning mentor or SLT.

**ACCIDENTAL PHYSICAL CONTACT** (eg. Football Tackles) can be dealt with a conversation with the offender and appropriate de-escalation if required.

- Other inappropriate behaviours will result in a 5-minute time-out, attributed by the member of staff on duty.
- Children who have been asked to miss a lunchtime should have time before the end of playtime (suggest 5 minutes) in order to run off some steam before the next session of learning takes place.