



Trinity CE Primary School

To excel, to value, to enjoy, together

Positive Behaviour for Learning Policy September 2018

Trinity CE Primary School.

POSITIVE BEHAVIOUR POLICY for LEARNING

To Excel To Value To Enjoy

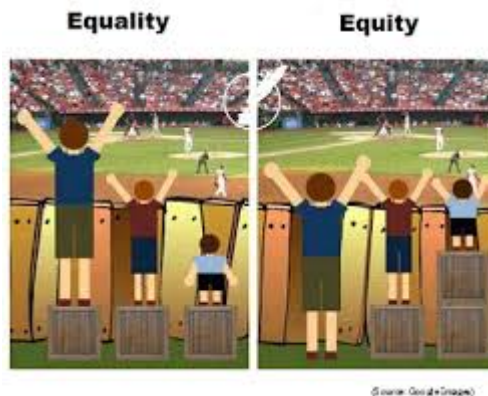
1. ETHOS and AIMS.

Trinity CE Primary School has a commitment to providing an environment where pupils are healthy, feel safe and well cared for, where pupils enjoying learning, begin to develop an understanding of the need to prepare for adult life, show enthusiasm and have the confidence to express a point of view.

The school is also committed to providing an environment in which success and achievements are celebrated. Our core purpose being '*to excel, to value, to enjoy*' together. Through our strong values system and Christian ethos we aim to nurture and develop positive learning behaviours. Our key Christian Values which we have adopted are RESPECT, CARE and COURAGE.

Our Aim

- that personal and social circumstances should not be an obstacle to achieving educational potential and inclusion and seek to provide equality and excellence for all.



- that the children should develop self-confidence, gain a balanced view of their society and the world through a responsive curriculum and adopt Christian Values that they will carry with them throughout life. We provide opportunities for Reflection and Prayer so that children learn and explore experiences and individuality.'
- to have clear systems and processes to help staff who identify children who are experiencing challenges.

2) Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. Promoting positive behavior and wellbeing will promote and strengthen resilience throughout the school community and empower everyone to face life's challenges.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

Reasons for rules are always given. In individual classrooms, teachers will negotiate rules. Charters may be signed by the children to indicate mutual ownership along with the inclusion and discussions about the importance of our Christian Values.

We need to be consistent in our approach. Just as assemblies may be used to remind children the reasons for certain rules, they will also be used to highlight our Christian Values and to highlight good behaviour. This is particularly used with regard to the older children and peer group leaders, making good behaviour valued and desirable. Humour will sometimes be necessary to retain the 'street credibility' of the older children.

3) Responsibilities

PARENTAL Responsibility

Family is where true power lies and if we want to strengthen and improve outcomes for children, there is no better way than strengthening families and strengthening the relationships on which families are built. Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- To share and celebrate our Christian values.

SCHOOL Responsibility

We aim to:

- Welcome parents into school and make them feel valued.
- Provide parents with opportunities where they can ask for help when needed
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.
- Work collaboratively with parents, working in partnership with other agencies when required.
- Recognise and acknowledge strengths and difficulties, challenging these where appropriate.

CHILDREN'S Responsibility

- To share and celebrate our Christian values.
- To move in an orderly manner around school
- To show respect for all adults, each other and property
- To take responsibility for their own actions
- To be polite, considerate and caring. E.g. take turns to share
- Take care of younger children.
- Talk quietly in the dining hall and show good manners.
- Control their feelings.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

We ask the children to reflect on their behaviour by asking the questions.

Have you been respectful?

Have you taken responsibility for your actions?

Have you co-operated?

Is it safe?

Is it caring?

Is it your best?

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities:

Care, Kindness, Consideration

Courage

Respect and Tolerance

Co-operation

Empathy

Good Manners

The following behaviour is considered to be unacceptable:

Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
Physical Aggression towards each other and adults
Swearing
Rudeness to adults and to each other.
Stealing.
Racism.

STAFF responsibility

Staff aim to promote positive self-esteem by:

- Providing children with suitably differentiated work in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.
- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Provide opportunities where all children can participate in activities that encourage belonging.
- Provide opportunities where children can participate in decision making.
- Create opportunities and relationships to have children's unique talents and abilities identified and developed.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Provide opportunities for children to reflect on their feelings and behaviours.
- Use the school's reward system throughout school and class rewards for academic and non-academic achievement and effort.
- Ensure that classrooms are without clutter, resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Use identified procedures for non-attendance, persistent lateness.
- To teach, share and live our core Values of Respect, Care and Courage and associated values within school.

GOVERNING BODY Responsibilities.

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To have a committee with clear role and guidelines for action which meets as required.
- To share and celebrate our Christian values.

4) Rewards and Celebration.

Trinity CE Primary School not only promote and teach positive behaviour and attitudes through our core Christian values of Respect, Care and Courage, we also greatly value and reward our children. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes believing that our children learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will also have their own system of class rewards.

Encouragement, praise and reward are essential part of positive behaviour.

The school has developed a house point system. Each House has elected House Captains and Vice Captains who not only take on the role of leaders in house competitions and fundraising events but will have a pastoral responsibility and be role models for the younger children in the school.

Celebration assemblies will be further developed to include;

- Recognising Children who are Respectful, Care for others and have Courage.
- Golden Tickets for special achievement.
- Children sharing their success stories.
- Classteacher and Headteacher commendations for work and behaviour.
- Uniform and Attendance trophies.
- Inter-house cups for a wide range of inter-house competitions.
- Celebration of results of Inter-School sport/cross country.
- Visitors and award celebrations following school participation in competitions.

Class rewards.

- DoJo points for Reception → Year 6
- Children's work displayed.
- Children preparing performances and leading assemblies.
- Responsible children elected as monitors, playtime buddies.
- Academic work is celebrated.

5) Providing Positive Reinforcement.

Positive discipline is a way to reduce misbehaviour by rewarding positive behaviours. It is based on the premise that behaviour that is rewarded is behaviour that will be repeated. The most critical part of positive discipline involves helping children learn behaviours that meet our teachers' expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that leads to positive self-esteem. The behaviours that we value and want to encourage need to be known to our children, and we need to make a concerted effort to teach and strengthen these behaviours. Some strategies that we use to help our children learn positive behaviours include the following:

- a. **Give positive statements** – “Look how many answers you got right. Let’s try to get even more of them right the next time!”
- b. **Listen carefully** and help them to learn to use words to express their feelings, not destructive actions.
- c. **Provide our children with opportunities to make choices** and help them learn to evaluate the potential consequences of their choices.
- d. **Reinforce emerging desirable behaviours** with frequent praise and ignoring minor misdeeds.
- e. **Model** orderly, predictable behaviour, respectful communication, and collaborative conflict resolution strategies.
- f. **Use appropriate body language** – nod, smile and look directly at the children.
- g. **Restructure the environment** – remove objects that invite misbehaviour; for example, if games or toys are used as teaching aides, remove them when the lesson is finished. Have areas for reflection and quiet thought.
- h. **Redirect behaviour positively** – a child bounces a soccer ball around the classroom. “You can bounce your ball outside on the playground where there is more space to play.”
- i. **Use display** to re-inforce expected behaviour and celebrate our Christian Values.
- j. **Plan for reflection moments and calm at the end of the school day.** E.g. a prayer.

6) Positive behaviour management for all children.

Children with Low Self-Esteem

Behaviours which may signify emotional and behavioural difficulties.

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

7) Procedures for dealing with incidents in school.

Stages of Intervention

The class teacher will track poor behaviour when it happens. Unacceptable behaviour is always reported to the class teacher who then has an overview of what, where and when it occurs. It will also highlight 'bullying' if a pattern emerges over a period of time.

If needs further support is required the class teacher will seek advice from the phase leader.

Parents will be informed by the classteacher about poor behaviour at the end of the school day or by phone call and the consequences shared. If the behaviour does not settle parents will be invited into school by the classtesacher/phase leader to work together to improve the situation.

Serious unacceptable behaviour will be reported to the Headteacher (deputy headteacher/assistant headteacher in the head teachers' absence) and the class teacher. Parents will be informed and invited into the school to work together to improve the situation.

Bullying (The school has a separate anti-bullying policy)

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:-

- Emotional Being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical Pushing, kicking, hitting, punching or any use of violence
- Sexual Unwanted physical contact or sexually abusive comments

- Racist racial taunts, graffiti, gestures
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber internet misuse, mobile phone threats (sms or calls), misuse of photos and videos

Bullying is not: It is important to understand that bullying is not falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships; circle time, group / one to one opportunities are used to share worries along with allocated curriculum time. Assemblies also support our children's social and emotional development so that they are more able to manage these situations.

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of a change in work patterns, lacking in concentration.

If there is proven bullying in school then the class teacher adheres to the school's anti bullying policy. The following should also happen

- The parents/carers of the children involved should be invited into school and work with the school in partnership so that a way forward can be agreed.
- Peers should be reassured that 'bullying is being dealt with, fairly, promptly and effectively.
- The school's procedures for a child who is being bullied should be shared with all children at the beginning of the school year as well as the sanctions that may be used.

Racism. (The school has a separate policy)

Any cases of racism or sexual harassment should be reported to the Head Teacher and recorded. All such accusations will be investigated by the class teacher and those involved left in no doubt as to our zero tolerance of such behaviour. The Headteacher will see the children concerned. All racist incidents are recorded and reported to the local authority.

In the Classroom.

The school encourages positive behaviour by celebrating achievement and effort and valuing children's contributions. However, we do not ignore unacceptable behaviour which includes the following:

- Leaving seat or the carpet without the permission of the classteacher.
- Friendship issues, teasing, unkindness
- Talking when the teacher or another pupil is addressing the whole class.
- Talking when you have been asked not to talk.
- Calling out.
- Not following instructions
- Not completing work without a very good reason; e.g. ill, the task not understood.
- Disrupting/distracting other children.
- Taking other children's possessions without permission.

To be consistent all class teachers intervene as follows:

They give the child a chance to put things right by giving a look, a gesture, a word or an encouragement.

The teachers clearly state to the child what the desired behaviour is.

If the behaviour continues the teacher will choose appropriately depending upon the age of the child.

- Moving the child; asking the child to come and sit with the teacher; the teacher sitting with the child.
- Time out; Time out in class. This means moving away from the place where the child usually sits or 'Time out' in another class or in a supervised area with a self evaluation behaviour form. (Appendix 1 and 2-Trinity Think Sheet)
- Setting up a Behaviour Monitoring Form.
- Ensuring the child completes their work/homework at playtime/lunchtime.
- Loss of break and or lunchtime.
- Send the child, with work, to a buddy classroom
- Keep parents informed.

The teacher should choose a time to discuss the poor behaviour and make clear expectations for the future. The child has the opportunity to listen, respond and put things right if they need to.

In the Playground.

(Playground rules have been developed by our school council)

Break times and lunchtimes are when some children are more likely to make unwise decisions and choices. As a school we are proactive in response in that we strive for greater consideration, awareness and respect of each other and consequentially better behaviour. Staff on duty will

- patrol all areas of the playground when on duty.
- check cloakrooms to make sure children are not gathering inside the school building.
- closely watch children who are known to cause problems for children and intervene quickly. Anticipating problems and intervene with appropriate advice.
- implement our policies on expected behaviour and be consistent in response.
- investigate thoroughly 'to be sure' if incidences are reported and not seen.
- bring to the class teacher's attention any children who have regular problems with interactions, friendships, personal and social relationships as well as inappropriate use of language/physical touching.
- investigate children who report concerns and help them through a difficult situation; avoid sending children away without investigating unless very sure that there is no substance to their worries.
- Parents are kept informed in behaviour persists.

Physical play is discouraged at all times because even 'play fighting' can escalate so that children are hurt even if that was not the intention. For this reason behaviour of this nature as well as use of rudeness to staff will have a swift response and there will be loss of play. All incidences are fully investigated if not witnessed by a member of staff. (**see serious incidents**)

Managing Children who choose not to put things right;

Most children respond well to a consistent approach and fair discipline and 'choose to put things right' However some children find it more difficult to change their behaviour pattern and may continually offend. **We will always separate the behaviour from the child.**

The school responds as follows.

Reception;

All consequences should happen as soon as possible after the incident, so that the child can relate the consequence to their inappropriate behaviour. If this is recurring behaviour, the child may miss part of their next break – remaining in the classroom to think about what they have done.

Children are still learning, exploring and will make mistakes; some find life in school more difficult than others. The response to serious reoccurring incidences is one of finding the right strategies and working in close partnership with the family/carers and professional teams.

Key Stage 1 (Year 1 and 2)

The response is still informal for most cases. Should disruptive behaviour in the classroom and playground become an issue there is emphasis on developing a collaborative class teacher/parent partnership; agreeing strategies and the way forward together. The phase leader of key stage 1 may be part of these meetings depending upon the nature of the behaviour.

However there is zero tolerance for a serious attack on another child or teacher, throwing furniture or damaging property. In these cases the child will lose lunch time. The class teacher or will phone home to inform (or speak to the parent on the playground at the end of the day). Home/School book or behaviour tracking sheet might be set up if the unacceptable behaviour continues.

A decision may be made to initiate more formal procedures. The phase leader of key stage 1 will take the lead on this when incidences will be documented and minutes of meetings taken as a way forward is agreed. Parents will be part of this process. Advice and support may be sought from the SENCO and/or Deputy Headteacher. If there is no notable improvement the matter will be taken to the Headteacher.

Key Stage 2 (year 3,4,5 and 6)

Key Stage 2 staff elect to resolve and adopt an informal approach as in key stage 1 for most situations of inappropriate behaviour believing that by working closely in partnership with parents a successful way forward can be found. The phase leader may be part of these meetings depending on the seriousness of the behaviour.

For repeated offences and with no evidence of the behaviour improving, the phase leader might decide to initiate more formal procedures. The phase leader will take the lead on this when incidences and meetings will be recorded and logged. Advice and support might be sought from the SENCO and/or Deputy Headteacher who may decide to take the matter to the Headteacher.

7a) Serious Unacceptable Behaviour

As well as bullying and racism , we have a 'zero tolerance ' for the following

- Fighting/violent/threatening behaviour,
- Purposefully damaging property,
- Rudeness with intent to staff.
- Children putting other children's safety at risk.

Whilst older children should know when they are being rude lower key stage children (year 3 and 4) may not realise; the class teacher knows the child best and may choose to explain and warn rather than send to the headteacher in the first instance.

In all proven cases, the behaviour is recorded, there will be loss of play by placing the child's name in the detention book (detention will be for lunch-time that day or the following day if the incident happens during the afternoon). The class teacher will speak to the parent at the end of the day to inform or phone home. If they cannot contact by these means a standard letter will be sent home.

An appropriate standard letter from the Headteacher with request for parental support will also be sent home for years 4,5 and 6 children to formalise the response further if the unacceptable behaviour persists. A copy of the letter will be kept on file.

During lesson time the child does not need to be sent to the Headteacher; learning time should not be lost. The Headteacher will pick up the detention book at lunchtime and take the detention. The children will be expected to arrive.

If at play, the member of staff who witnessed the incident or has investigated fully should accompany the child(ren) to the Headteacher's office.

If behaviour persists The Headteacher will invite parents.carers into school to work together so that the child's behaviour is addressed in a positive and supportive way.

Further unacceptable behaviour will bring with it a higher level sanction that staff and parents will Have already considered together and agreed. (E.g. withdrawal from a school visit, participation in a club, withdrawn from an event not essential to the curriculum e.g. disco, class party, internal isolation.) and/or an alternative strategy as appropriate.

7b) Safeguarding.

For persistent, defiant behaviour including bullying or when the intent has been to seriously hurt another a child and any issue that brings about a safeguarding concern, the child will be internally isolated and will not be able to return to the classroom until the concerns have been addressed. Parents/Carer will be invited into school and a formal letter will be sent out to parents and kept as part of school records.

If such serious behaviour continues, a review meeting with Governors will be called and a formal meeting set up with parents. At this meeting the Headteacher may warn that a further incidence of this nature will initiate a Formal Fixed Term Exclusion Procedure.

8) Procedure for Fixed Term Exclusion

A child may be excluded for persistent and defiant misbehaviour including bullying

- There must be evidence of a thorough investigation
- Consider all evidence
- Allow and encourage the pupil to give their version of events
- Check whether the incident may have been provoked

The Model letter is sent out in response to serious breaches of the school's behaviour policy and guidance documentation relating to exclusion must be read and adhered to.

Notice must be in writing and state the precise period of exclusion and the reasons for exclusion. Parents right to make representation about the exclusion to the Governing body and how the pupil can be involved in this must also be shared.

Within one school day the school must inform the Chair of Governors and the local authority of permanent exclusion or more than 5 days in one term or if the exclusion means a public examination is missed. It is however good practice to alert the Chair of Governors with respect to any type of exclusion. Work will need to be sent home or alternative provision arranged.

All exclusions are treated in strictest confidence. Only those that need to know the details should be informed of them.

Children who for medical reasons represent a serious risk to the health or safety of other children and staff will be removed from site but this will not be a formal exclusion.

E.g. contagious disease, mental break down, adverse effect as a result of medication, pupil cannot help their behaviour or actions.

Permanent Exclusions – Trinity CE Primary School follows the policy and procedure recommended by the Oxfordshire County Council Education Department for fixed term and permanent exclusions.

9) Physical control of pupils.

Section 550A of the Education Act 1996 clarified the powers of teachers, and others who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing crimes; causing injury or damage; or causing disruption.

- 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 judgment of the staff member concerned and should always depend on the individual circumstances
- Bag searches are permitted if there are implications of safety to others or stealing is suspected.

The Act does not authorise the use of corporal punishment in any circumstances. Nor is it intended to encourage the use of inappropriate force.

Staff are reminded that they should consider their own health and safety and never risk personal injury.

10) Procedures when a child absconds

There may be times when a child will leave the premises despite rules. Trinity CE Primary School has the following agreed procedures about how to respond to such a situation.

- i. As soon as it is known that a child has left the premises it is reported to the Head Teacher/Deputy Head Teacher/ who will inform child's parent/guardian and police. (see procedure for missing child guidelines Addendum 4).
- ii. Agreed procedures about following a child off the premises are:
 - Do not chase; give the child an opportunity to return.
 - Discreet supervision at all times.
 - Approach if child is settled – (sitting on pavement, by a tree, on a bench or kerb). Try to encourage child to return to school.
 - Always keep an eye on the child. (a time limit is set.)
 - Alert parents if child does not return to school within the time limit set. Alert police if parents not present and child goes out of sight.
- iii. All incidents of a child leaving the premises are recorded and reported to parents and carers, even if the child returns after only having crossed the road, sat on a pavement outside school etc.

11) Procedures to help keep children safe from third parties.

It is our responsibility to take all reasonable care to ensure that the child is safe from third parties who enter the school premises during the school day. Trinity CE Primary School ensures that all procedures relating to signing in and out of the school buildings are adhered to and that they apply to all visitors to the school.

Further developments of this may include, for example:

- no unauthorised visitor will be allowed to walk through school to collect children;
- the issuing of badges to all visitors. School staff will challenge visitors who have no badge and report any incidents to the Head Teacher. Older children are taught to report a visitor with no badge to a teacher.
- the school restricts access to school by ensuring that all visitors have to enter school via one entrance during the school day.

12) Induction of new staff and newly qualified staff.

- Our attitude and policy will be formally transmitted to new staff by mentor teachers, year colleagues and the Head Teacher, who will monitor effective classroom management.
- Should a problem arise, a Newly Qualified Teacher should seek the advice and support of their mentor or Headteacher. Similarly a new experienced teacher should consult a team member prior to the Head.

13) Review and Evaluation.

During the course of the school year various issues may arise that need to be raised in staff meetings. A formal review and evaluation of this policy is undertaken annually ready for the beginning of the new academic year.

