



# *Positive Behaviour Policy*

*Reviewed: Autumn 2022*

*Review Date: Autumn 23*

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Headteacher

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Chair of Governors

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Date

## **Introduction**

At Featherstone Wood we take a positive and proactive approach to behaviour management. Good behaviour is essential in order for effective teaching and learning to take place, and both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Good behaviour must be carefully developed, supported and encouraged. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships and attitudes, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

There are two basic principles upon which our behaviour policy is based:

- When a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- It is the duty of the school to promote and encourage positive behaviour and not simply react to, or take appropriate action against unacceptable behaviour

Everyone at Featherstone Wood Primary School has a part to play in the promotion of high standards of behaviour. It is important that the school's clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, must take decisions that are consistent with this agreed policy, supported by colleagues who are confident that these principles have consistently applied.

## **Aims**

- To promote equality of treatment and equal access to educational opportunities within the school community;
- To promote an environment where adults can help and support our children to develop their self-control themselves and to understand that they are responsible for their own actions and behaviour;
- To create and maintain a calm, inclusive and ordered learning environment;
- To encourage and develop consideration for others in the community by demonstrating and promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
- To ensure that appropriate behaviour is actively encouraged and recognised in a way that demonstrates the aims of this policy;
- To continue to develop pride in the school, in work, in effort as well as achievement

## **Rights and responsibilities:**

Each and every individual within the school community is valued. The school encourages contributions to shape a welcoming, safe and fair learning community for all.

The 1decision PSHE programme and ‘My Hidden Chimp’ by Professor Steve Peters resources, are used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for anyone to make it unsafe or unfair.

Children’s rights:	Children’s responsibilities:
To learn in a friendly, encouraging, safe and secure, supportive, positive school environment.	To be cooperative and considerate. To complete their work on time.
To have appropriate access to the school’s facilities.	To share and care for equipment.
To have appropriate access to a teacher’s time.	To try to be receptive and cooperative; not to demand attention all the time.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard appropriately and be listened to as they express opinions.	To speak out but also to listen. Not to put others down or dominate.
To develop an understanding of what is acceptable behaviour as well as appreciating the consequences of unacceptable behaviour.	To contribute to discussions to negotiate fair classroom rules and consequences with their peers and with adults.

## The Curriculum and Learning

An appropriately structured creative curriculum and effective learning, makes a significant contribution in ensuring appropriate behaviour and attitudes develop.

Thorough planning for the needs of individual children, actively involving children in their own learning, and giving structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

As adults working alongside the children, we are responsible for modelling positive and respectful behaviour towards both the children and each other. Every child should be treated sensitively; responses should never damage self-esteem, focussing on the behaviour rather than the individual child.

Behaviour is learned and taught in the same way as we teach other areas of the curriculum; through modelling of and praise for good practice. Adults not only model ways of resolving conflict, but demonstrate and develop concepts such as trust, respect and valuing individual diversity. We should always actively listen to each other in order to respond sensitively and constructively to issues.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment to contribute to job satisfaction	To play a part in running the school. To prepare and deliver lessons thoughtfully. To be aware of unsafe things and practices.
To have support from within the education system, including other members of staff if required.	To provide support both informally and formally.

To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult and negotiate with each other and reach agreement. To be proactive in their participation.
To be treated with courtesy by all.	To treat others with courtesy.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	Not to abuse this or use it to put down or ridicule children. To follow up time-out with conferencing and contracting procedures, following the school's agreed reporting and monitoring processes.
To contact, and have support and cooperation from, parents/carers and to be informed of family situations and home problems when these may affect behaviour and attitudes at school.	Teachers to appropriately contact the parents/carers if there is a problem. To be approachable, to listen, to make the time, to act on information.

## **Classroom Management**

The classroom should provide a welcoming and affirming environment. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children and their parents or carers about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution.

## **Playground**

High expectations of behaviour are applicable in all areas of the school community, including the playground.

## **Promotion of self-esteem and personal and social skills**

The school uses the 1decision PSHE programme and 'My Hidden Chimp' as tools for developing all children's social, emotional and behavioural skills. The resources offer a structured framework for highly effective teaching and reinforcing of PSHE skills and SMSC development. The programmes are delivered mainly by class teachers but all adults who have contact with children – teaching assistants, lunchtime staff and support staff – will be made aware of the vocabulary used and the key ideas that are introduced to the children. The 1decision and 'My Hidden Chimp' resources are also used during class and whole-school assemblies to teach and promote key skills.

## **'Nurture' Support**

The school incorporates additional support during the school day/week to help pupils. There is a daily lunch club, focusing on social skills and emotional well-being, run by a designated TA who specialises in nurture support. She also provides 1:1 and small

group support every afternoon for pupils who require additional help with social, emotional and mental health needs.

The school family worker can also provide additional support, including behavioural and emotional needs, for identified children and families. (These groups have had to be postponed temporarily due to Covid-19)

### **Rewards: Whole School**

Children who follow the whole school behaviour system and behave appropriately are always rewarded. There is a whole school system in place to reward children including:

- Skills Square dots that lead to the Bronze, Silver, Gold and Platinum award
- Stars of the Week present their learning in assembly.
- Sharing positive learning behaviours with members of SLT
- Head teacher certificates for positive behaviour and learning
- Marvellous Me's sent home to instantly celebrate successes
- Marble and warm and fuzzy jar celebrating positive learning and social behaviours
- Certificates celebrating reading, 100% attendance and other successes
- Achievement Assemblies every Friday

### **Rewards: Classroom**

Each class follows the whole school procedures outlined above. Marvellous Me is an online tool for communicating the positive news between home and school, these messages can be sent throughout the school day. Each class also nominates and elects' pupils to take on roles and responsibilities around the classroom and school.

**NOTE:** Food is not used as a reward as the school actively promotes healthy lifestyles and choices.

### **Achievement assembly**

Every Friday at 9am the achievement assembly is held.

Assemblies focus on the following: -

- Each class teacher selects a star learner of the week and they present their work and discuss their learning.
- Each classes weekly attendance totals with a trophy presented for the winning class and a chart in the hall
- Skills square bronze, silver, gold and platinum awards with shooting stars on display in the hall
- 100% attendance certificates on a half termly basis for pupils and staff

### **Consequences for unacceptable behaviour**

We recognise that at times, children will choose not to follow the schools behaviour rules. Sanctions will only be used in a balanced way and will address the act and not the child. Children will be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, may find it continually difficult to follow the schools behaviour rules. Individual strategies will be developed/implemented to support

them. This may include clear targets with specific rewards, alternative rewards or consequences and support from outside agencies (DSPL2 outreach, Education Support Centre, Behaviour Support Team, Educational Psychologist, Family Support Worker etc.)

Parents/carers will be continually involved in developing and supporting the school in managing their child's behaviour issues. It may also be appropriate to complete a behaviour agreement or Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of a fixed term or permanent exclusion.

### **Our Behaviour Rocket System**

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our behaviour rocket system found in each classroom. This was designed by the children through the school council.

Everyday all the children start on planet earth, if they demonstrate positive learning behaviours and attitude they can move up the system. This allows them to earn a marble (learning behaviour) or warm and fuzzy (emotional behaviour). For further positive behaviour they move up again and the teacher will send a Marvellous me to their parent/carer to celebrate their success. If they get to the top of the rocket they will then get a Marvellous me from the Head teacher and will receive a certificate.

The reverse applies for negative behaviour. The first time the child makes a poor choice they will be reminded of the expected behaviour. If the poor behaviour choices continues the child will move down the rocket and lose a marble. If the child continues to make poor behavioural choices, they will move down a second time and they will lose 5 minutes of their play time. If the child reaches the bottom of the rocket, their parents will be informed via text message, SLT will also be informed.

For children who continually find it difficult to follow the whole school behaviour system, individualised strategies will be implemented to support them. This may include the use of behaviour agreements and charts, clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The Senior Leadership Team will decide when parents/carers are contacted and with their involvement, what future strategies the school will use.

### **More serious behaviour problems** (see Appendix 1)

When children present with more serious behaviours in the classroom the adults will use the Steps approach. Steps is a therapeutic approach to positive behaviour management and is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de escalation
- Shared risk management
- Shared reparation, reflection and restoration

The Steps approach is used consistently across the school and focuses on the de-escalation of more serious behaviour. Adults will approach the situation by using a shared script:

- Learners name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Children with more serious behaviours will be seen by a member of the Senior Leadership Team and will receive an appropriate consequence.

Incidents are recorded using CPOMS, all staff are able to log incidents and concerns. Parents/carers are informed using the school diaries or by a phone call. This may also result in a fixed term or permanent exclusion. Only the Head teacher can make the decision to exclude a child.

When a decision has been made to exclude a child, fixed term or permanently, a letter will be sent in the post, by email or delivered by hand.

In all cases the following will be considered: The DFES Exclusion Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf).

The HCC 2017 Exclusion guidance, The Anti-Bullying Policy, Equality Policy, Complaints Procedure, Acceptable Behaviour Policy, Preventing and Dealing with Racist Incidents Policy and The Inclusion Policy.

## **Bullying and harassment**

Developing and maintaining a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community.

Bullying is always taken seriously and the school works with members of the school and wider community so that there is an understanding of:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully, as well as
- unambiguous consequences for those who bully

## **Links with home**

At Featherstone Wood we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. It is important that parents/carers know and understand the measures in place to promote good behaviour in school and are able to participate in their children's education by having a two-way communication with the school. This information is shared by:

- Our Home School Agreement (Appendix 3)
- Newsletters, diaries, website and awards which are sent home
- Marvellous Me messages and awards
- Procedures as laid out in this policy
- Procedures as laid out in our Anti-bullying Policy
- Ensuring parents are involved in supporting the school in managing their child's

behaviour issues including through their involvement in PEP (SEN review forms replacing IEP's), PSP and CAF meetings where appropriate

Parent/carer rights:	Parent/carer responsibilities:
To receive information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved.
To receive and offer appropriate information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept or encourage others doing it.





### Lunchtime Behaviour Flowchart

Child is seen and heard breaking the schools behaviour rules



Child is spoken to by the MSA and asked to stop with reference to the schools behaviour system



Child continues to break the schools behaviour rules



Inform class teacher that they are to move down the behaviour rocket



Child's unacceptable behaviour continues



Child needs to sit out for 5 minutes



If the behaviour continues then the child's parents/carers will be informed and they will sit out for the rest of their lunch break

**In the case of violence or fighting, a senior member of staff should ALWAYS be sent for, again WITHOUT the MSA leaving the children.**

## **Procedures for review and evaluation**

This positive behaviour policy is a live policy.

Monitoring, review and evaluation is inbuilt into the annual school self-review cycle. Monitoring can take place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Involvement of pupils in environment walks and interviews
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation
- Regular reporting to Governors

## **Complaints**

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints.

### **Related Policies:**

- Anti-Bullying Policy
- Equality Policy
- Complaints Procedure
- Acceptable behaviour
- Preventing and dealing with racist incidents
- Inclusion Policy

# Appendix One

## EXAMPLES OF WHAT IS AGREED AS UNACCEPTABLE BEHAVIOUR

- Not listening
- Fidgeting
- Rocking on chair
- Talking out of turn
- Calling out/making silly noises
- Disturbing others
- Wandering around the classroom
- Careless treatment of property
- Flicking objects
- Disrupting a group situation
- Inappropriate responses to reminders about behaviour
- Talking/pushing/running when moving around the school or lining up
- Unwillingness to cooperate/follow instructions (this could be a failure to respond to warnings relating to the behaviour system)
- Rudeness to any adult
- Throwing objects
- Persistent refusal
- Spitting (on an object, not at a person)
- Inappropriate language
- Defacing others' work

## EXAMPLES OF WHAT IS AGREED MORE 'SERIOUS' BEHAVIOUR

- Deliberate defiance
- Spitting at others
- Verbal or racial abuse
- Swearing at someone
- Deliberately hurting another child physically or emotionally
- Stealing
- Bullying
- Vandalism
- Breaching of health and safety issues

If a child physically assaults an adult in school, parents/carers will ALWAYS be contacted immediately by the Headteacher or Deputy Headteacher if she is unavailable.

In all cases, a fixed term temporary and permanent exclusion will be considered following the DFES Exclusion Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf).

The HCC 2017 Exclusion guidance, The Anti-Bullying Policy, Equality Policy, Complaints Procedure, Acceptable Behaviour Policy, Preventing and Dealing with Racist Incidents Policy and The Inclusion Policy.

If a child has to be physically restrained for their own or others' safety, this will be ALWAYS be logged in the allocated book and on CPOMS. This record is bound, has numbered pages and is ALWAYS handwritten. Parents/carers will ALWAYS be contacted if a child has had to be restrained. ***For further information see the LA guidance on Physical Restraint***

# Appendix Two

## Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, with an implicit expectation of high standards of behaviour.

The most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. By following the 1decision and SEAL programmes, we also promote good behaviour throughout all aspects of school life.

Strategies are used to encourage the child to change his/her behaviour. These may include:

- Varying teaching styles and techniques
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smiling and show warmth
- Avoid questions like 'why have you done...?' and instead make statements about the unwanted behaviour i.e. 'I notice that you have...'
- Focus on the primary behaviour, not the secondary behaviours (use tactical ignoring for secondary behaviours, where possible)
- Give children calm but firm directives 'hands down, I'll take your questions later'. Avoid 'asking' or saying 'please'. You are not asking them, you are telling them.
- Giving children choices i.e. 'you need to put your phone away, either in your bag or on my desk'.
- Refer children back to the school rules
- Give and encourage the taking of responsibility
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved
- Have a quiet word in the early stages of misbehaviour
- Using language relating to the behaviour you expect to see i.e. 'settling down now'
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher
- Withdraw the child from an 'audience'
- Project a positive self-image – let the transgressor(s) know they are letting themselves down
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to 'cool down' before dealing with an incident
- Reflection time

Children learn from experience and should always expect fair and consistently applied consequences for negative behaviour to make apparent the distinction between serious and minor offences.

All the children should understand that incidents of harassment and bullying are not tolerated and will be dealt with in a manner that supports and protects the 'victims'.

When problems do occur, staff should try to avoid over reacting by remaining calm and listening to all sides. We do recognise, however, that dealing with bad behaviour and difficult children can be a stressful time for staff, with a need for all adults in the school to be given the support of colleagues, Headteacher and governors.

## Appendix Three

### Home-School Agreement

As a pupil I will:

- Focus on my learning and respect the right of others to learn
- Follow our school behaviour system
- Join in all activities and be an active learner
- Be well mannered in all I do
- Treat the environment we all live, work and learn in with respect
- Take pride in my appearance in and out of school

As a parent or guardian I will:

- Support the school behaviour system and ensure I am a positive role model
- Ensure my child completes their home learning
- Attend meetings to discuss my child's behaviour or learning and share information that may affect either of these
- Ensure my child attends school, both regularly and punctually
- Supervise my child around the school site
- Not consume drugs including cigarettes, e-cigarettes or alcohol near the school site
- Not approach other people's children to discuss incidents with them
- Not be rude or aggressive to any member of staff, parent or visitor
- Discuss issues involving other children directly with the school and not with other parents
- Make sure my child is dressed in the correct school uniform and provided with the correct PE kit, or change of clothing where necessary (this can be very important in the Early Years)
- Encourage my child to participate in all aspects of school life and learning including support to keep themselves organised and prepared for the school day.
- Not use social media to publish negative comments which could be linked to the school or individuals within the school.

As a school we will:

- Foster and develop the social, moral, spiritual and cultural development of each child
- Provide a broad and balanced curriculum which is engaging
- Have high expectations for success and achievement
- Communicate regularly with parents about the progress their child is making and around the support they are receiving in their learning and behaviour
- Treat all members of our school community as fairly and respectfully
- Set and demonstrate high expectations of behaviour and have no tolerance for bullying, racism or any other kind of discrimination
- Regularly set and monitor home learning
- Provide a range of extra-curricular and enrichment activities across the school year

Parental Signature: \_\_\_\_\_

Pupil Signature: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

## Appendix Four

### *Acceptable Adult Behaviour on School Property*

There are three key principles that underpin behaviour management at our school:

Everybody has the right to feel safe in school *and* the responsibility to keep others safe.

Feelings are *feelings*; Behaviour is chosen.

When we feel good about ourselves, we behave better, work harder, learn more, and form better relationships

Featherstone Wood is a primary school where we set high expectations for the pupils. All adults visiting the school site are expected to be positive role models for all our young people. Everyone has a right to feel safe and to be able to express their views in a professional manner without feeling intimidated or persecuted. We have high standards for the children and expect the same from all the adults involved.

The following is deemed to be unacceptable behaviour: -

- bad language
- passing of comments about other people and their children
- approaching other people's children to discuss incidents with them
- fighting and being verbally aggressive
- putting negative comments or naming children/the school/staff on social media
- tackling parents about issues
- being rude or aggressive to any member of staff or parent
- allowing your children to be unruly and disruptive on school site
- not supervising your children around the car parks
- consumption of drugs including smoking and e-cigarettes or alcohol
- bringing pets on to the school site

If you have any concerns it is important that you raise them with the school and not approach another parent. The school will be able to investigate situations and respond in line with policies without emotions becoming involved.

Possible actions to be taken: -

- meeting with class teacher
- meeting with SLT member
- warning about behaviour
- ban from site
- police involvement and possible prosecution

We look forward to working closely with parents to make their child's time at our school a positive, valuable and fun learning experience and continue improving the school.



### *What is bullying?*

#### DEFINITIONS

##### **Bullying is:**

**'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally**

The school works hard to ensure that all pupils know the difference between bullying and simple everyday 'falling out' or one-off playground incidents. We teach children to be precise in the language they use when reporting incidents so that adults can respond to them appropriately: *e.g. not saying 'she beat me up' – when actually it was a minor push.*

Parents should bear this in mind when listening to their children. It is the most upsetting thing to think that your child might be experiencing something that is making them unhappy – but it is only true bullying if it is **repeated over time**.

The school has a duty of care to protect all staff, volunteers and visitors from harassment and bullying. Any adult on site is expected to conduct themselves in a manner that does not breach these policies. The school expects all adults on site to act as positive role models for all the children and any harassing or bullying type behaviour will be dealt with in accordance to the schools policies.

- Physical contact ranging from touching to serious assault
- Verbal and written harassment/bullying through jokes, offensive language, gossip and slander. Including via social media.
- Visual display of posters, graffiti and obscene gestures
- Isolation or non-cooperation
- Coercion
- Constant humiliation, ridicule or unjustified criticism
- Intrusion by pestering, spying and following
- Generalisations, stereotyping or inappropriate forms of address
- Unreasonable expectations
- Refusal to listen to explanations
- Abusive, unsolicited, inappropriate or threatening behaviour
- Persistent, offensive, intimidating, malicious or insulting behaviour