



## **Positive Behaviour Policy**

(To be read in conjunction with policies on **Positive Handling, Anti Bully and Exclusion**)



### **Rationale - Why?**

Promoting and rewarding positive behaviour is underpinned by our school values and ethos. It is vital that children are able to thrive within an environment that makes them feel happy and safe.

Furthermore, taking responsibility and ownership of behaviour, being able to reflect on and understand how our actions impact on others, and building emotional resilience contributes to developing life skills in order to be constructive and responsible members of society.

Everything begins with having friendly, positive and trusting relationships between staff and pupils. Staff are trained and committed to managing behaviour calmly, non-aggressively and they use language that focuses on and promotes good, positive communication at all times.

### **Expectations - We all have a responsibility**

Everyone who works, learns or visits the school are expected to treat each other in a polite and well-mannered way.

- Pupils to each other
- Adults to pupils
- Pupils to any adult member of staff, helper or visitor
- Visitors or parents to staff and pupils.

### **Pupil Responsibilities**

- All children are responsible for their own behaviour and the choices they make
- Children are expected to join staff in maintaining a safe, respectful and tolerant ethos in our school - "Aiming High!"
- Children should know and understand our school rules, what it means to be a "Chandos Child" (our values)
- Every child should understand the rewards and consequences for the choices they make.

### **Teacher/Staff Responsibilities**

- To ensure all children in their care fully understand our school values and the school rules

- To maintain a positive approach to behaviour management at all times
- To apply our behaviour policy consistently and fairly
- To maintain high expectations for pupil behaviour anywhere in school, and to frequently share these with all pupils
- To maintain the class Consequence Folder
- To ensure the behaviour “Zone Board” is highly visible, accessible and maintained in all classrooms (Y1-6)
- To use the Class Dojo system to manage rewards on a weekly basis
- To liaise closely with parents informing them of good choices as well as concerns they may have regarding a pupil.

### **Leadership Responsibilities**

- To ensure that school policy is understood and fairly implemented by all staff
- To support and train staff in appropriate behaviour management
- To follow up on any incident referred to them by liaising promptly with the pupil(s) involved, class teacher/staff member, pastoral team, parents/carers, head teacher (if necessary).
- To ensure all referred incidents and follow up actions are logged on Scholar Pack
- Half termly audit of Class Consequence Files and Dojo data to monitor repeat incidents and refer, if needed to Pastoral Team.

### **Our School Rules**

Our school rules are reviewed regularly by the children and staff. These rules apply to EVERYONE!

**Walk, talk and work quietly wherever you are in the school.**

**Respect other people’s feelings and their property.**

**Keep your hands, feet and any other object to yourself.**

**Always finish your work in the given time.**

**Speak with care using a person’s given name at all times.**

**Listen and do as you are asked the first time.**

## Implementation of Rewards and Consequences - "The Zone Board"

Behaviour	Procedure	Outcome
<p><b><u>Gold Standard</u></b></p> <ul style="list-style-type: none"> <li>Consistently Aiming High!</li> <li>Achieving another three dojos (can be over more than one day)</li> </ul>	<ul style="list-style-type: none"> <li>Move name to 'Gold Standard' Zone</li> <li>Verbal praise</li> <li>Show work to HT/ AHT/ Pastoral</li> <li>Name written in Gold Book</li> <li>Special Note home to parents</li> </ul>	
<p><b><u>Aiming High!</u></b></p> <ul style="list-style-type: none"> <li>Perseverance and effort when faced with a challenge</li> <li>Having pride in school work and presentation</li> <li>Demonstrating our C.H.A.N.D.O.S. values everywhere in school and outside</li> <li>Consistently following our school rules</li> <li>Achieving three dojos (can be over more than one day)</li> </ul>	<ul style="list-style-type: none"> <li>Move name to 'Aiming High' Zone</li> <li>Verbal Praise</li> <li>Show work to other CT</li> </ul>	
<p><b><u>Ready to Learn</u></b></p> <ul style="list-style-type: none"> <li>Doing as asked the first time</li> <li>Speaking with care</li> <li>Keeping hands, feet and other objects to myself</li> <li>Walk around school safely and sensibly</li> <li>Completing tasks within the given time</li> <li>Respect other people's feelings and their property</li> </ul>	<p>This is our expected behaviour. All children start the day on the 'Ready to Learn' Zone. Children can expect frequent verbal praise for this.</p>	
<p><b><u>Reflect and think</u></b></p> <ul style="list-style-type: none"> <li>Not following the school rules as shown in 'Ready to Learn' section</li> </ul> <p>Examples include: Shouting out, pushing in the line, running in the corridor, refusal to follow instructions, being unkind to others, not playing safely outside</p>	<ul style="list-style-type: none"> <li>Verbal reminder of correct behaviour expectation</li> <li>Move name down to 'Reflect' Zone</li> <li>Praise and encouragement should be used to motivate the child to make better choices</li> <li>Change seats or task temporarily</li> </ul>	<ul style="list-style-type: none"> <li>Return to 'Ready to Learn' Zone once behaviour has improved. Time spent on 'Reflect' is at the teacher's discretion</li> </ul>

<p><b><u>Consequence</u></b></p> <ul style="list-style-type: none"> <li>Repeating the above including; unkind words, walking around class and preventing others from learning, not showing respect to adults, being constantly disrespectful and disruptive.</li> </ul>	<ul style="list-style-type: none"> <li>Verbal explanation of why and how behaviour is causing a problem</li> <li>Name written in 'Consequence' Book</li> <li>Change seats or task temporarily</li> <li>Praise and encouragement should be used to motivate the child to make better choices</li> </ul>	<ul style="list-style-type: none"> <li>Return to 'Ready to Learn' Zone once behaviour has improved.</li> <li>Class Teacher to inform parent for parent to discuss school behaviour expectations at home</li> </ul>
<p><b><u>Intervention Needed</u></b> Repeating the above and including</p> <ul style="list-style-type: none"> <li>Willfully damaging school and other people's property</li> <li>Unsafe behaviour, defiance and persistent refusal</li> <li>Threatening, aggressive behaviour (slamming doors, shouting, negative body language, inappropriate sexual words, gestures )</li> <li>Absconding</li> <li>Violence towards children, staff or self (hitting, kicking, slapping, pushing, using an object to cause harm, fighting, throwing objects inside and outdoors, spitting, defecating)</li> <li>Bringing harmful objects/ weapons into school</li> <li>Inappropriate harmful language or behaviour (Racism, sexism, homophobia, sexual)</li> <li>Stealing</li> <li>Bullying and cyber-bullying</li> </ul>	<ul style="list-style-type: none"> <li>Red Hand to Senior Leader dependent on behaviour</li> <li>Incident to be investigated by a member of the Senior Leadership Team and/or Pastoral Team and recorded on Scholar Pack</li> <li>Parent's notified either; phone call home, face to face meeting with a member of Senior Leadership Team</li> <li>Safeguarding, outside agency referral, or police where appropriate</li> </ul> <p><b><u>Team Teach</u></b></p> <p>Team Teach is the effective use of verbal de-escalation strategies. As a last resort, safe, physical intervention may be needed where a pupil or other person is at significant risk. However, this intervention will only be implemented by staff trained in Team Teach.</p>	<ul style="list-style-type: none"> <li>Child removed from class, time of which at the discretion of the Head Teacher or Assistant Head Teacher dependent on the severity of behaviour</li> <li>Loss of play time and alternative provision provided</li> </ul> <p><b>Either/or</b></p> <ul style="list-style-type: none"> <li>Internal exclusion, formalised and organised by Assistant Head or Head Teacher</li> <li>External exclusion (fixed term) 1, 3 or 5 days dependent on the behaviour</li> <li>Alternative arrangements for child to have lunchtime at home (fixed term exclusion)</li> <li>Permanent exclusion</li> <li>Behaviour Chart</li> <li>Personalised risk assessment</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>Team Teach</li> <li>Resolving conflict session</li> <li>Pastoral session</li> <li>School and Parent liaison</li> <li>Return to school meeting</li> </ul>

### **Individual pupil rewards - DOJOS**

- All children in class registered on the class Dojo web page and allocated their personalised Dojo
- Each pupil to be placed in to one of four house teams - named: Oak, Sycamore, Elm and Willow

- When a child demonstrates good choices in line with the school Chandos Child values or our school rules they are awarded a dojo which they click on the web site. A greater emphasis should be placed on our values.
- Dojo web page should be displayed on the IWB when board is not in use for teaching.
- When a child has achieved three Dojos they automatically move their name up the zone board. This could be over more than one day.
- Each week children in each class who have achieved **20+** Dojos will be named and celebrated in a phase assembly and receive a certificate home
- At start of each week Dojos to be reset for a fresh start (system accumulates historical evidence for analysis on half termly basis)
- Dojos, once earned, should **NEVER** be removed
- Negative dojos are **NOT** to be used
- Staff should not award “bundles” of Dojos to a child at one time. The value of one Dojo should be emphasised and reinforced consistently.
- The Dojo page keeps a record of Dojos awarded per child over time. This will be analysed monthly by Phase Leaders.

#### **Whole Class recognition of choices - Ten for Ten/Class Sunflowers**

- Sunflower displayed in all classes. When a class is behaving well, eg settled at work, lining up well, walking down corridor/stairs smartly, they are awarded a petal.
- When they have gained ten petals they are awarded ten minutes extra play time.
- **NO PETALS SHOULD EVER BE REMOVED FROM THE SUNFLOWER.**
- Classes can bank their ten minutes for a longer treat. Children vote on a treat during a class discussion.

#### **Playtimes and Dinnertime routines**

Adults on duty and lunchtime supervisors must use the same rules and systems for implementation as are used in the classroom. To reinforce these rules the lunchtime supervisors will inform the class teachers of **stickers earned on the playground** which link into Dojo rewards

The consequences of choosing not to obey the rules on the playground are:

1. A friendly but assertive verbal warning
2. Staying with the supervising adult for five minutes, (**not “against the wall” or “on the line”**)
3. Being taken to the Senior Supervisor to support in de-escalating the incident
4. Being taken to the member of senior leadership (HT or AHT) or the Pastoral Team
5. Any consequence should be reported briefly and sensitively to the class teacher, but avoid embarrassing or upsetting the child further.

Signed/Chair\_\_\_\_\_

Reviewed with Dojo updates November 2018

To be reviewed July 2019