

**Brighter Futures Academy Trust**  
**Positive Behaviour Management Policy**

**SIDDAL**

**Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
V Dear/A Pendlebury	November 2013	October 2014
A Pendlebury	September 2015	September 2016
C. Howarth	Jan 2017	Jan 2018

## **Our Mission Statement**

**Our school is first and foremost a place of learning, where individuals are valued and encouraged to do their personal best and where we encourage everyone to respect themselves, other people and the environment.**

**Our school seeks to provide high quality, stimulating and inclusive learning experiences across the whole curriculum, which maximise the individual potential of all our children in a safe and secure environment.**

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Siddal Primary School how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work in school have a responsibility for behaviour. They need, wherever possible, to support our “no shouting and no intimidation” culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child’s class teacher. For incidents which have been addressed by members of staff who are not the child’s class teacher, the adult involved will record the incident in the class behaviour log as soon as possible and also inform the child’s class teacher. All supply teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

### **School Code of Conduct**

We expect all children in school to follow the behaviours which are emphasised in our school’s Code of Conduct -

- **Be polite and well-mannered to other people; try to do your best.**
- **Do your best to support the learning of others.**
- **Walk around school in a calm and sensible way.**
- **Solve problems together in a peaceful way.**
- **Be a good friend; keep yourself and others safe at all times**

## **Strategies for promoting positive behaviour**

### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

### **Three positives before a negative**

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

### **Acknowledge feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### **Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write worries and/or concerns down on a worry slip which is then placed in the worry box located in the key stage areas. These are checked and followed up by either the Learning Mentor or a member of the pastoral team on a weekly basis.

### **Maintain frequent contact**

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

### **Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

### **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

### **Catch them being good**

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement. All staff within including administrators, site supervisors and teaching staff are provided with Siddal Superstar stickers to reward positive behaviour.

### **Positive rewards**

At Siddal Primary School, our emphasis is on positive behaviour. We praise and reward positive behaviour by: -

**Praise** – verbal, written on work or on a white address label and worn by the child so that other adults may also make positive comments as the child moves around school, Siddal Superstar sticker, friendly word or gesture, referral to another adult including the Acting Head of School or someone significant to that child.

**Special responsibility, privilege or trust** – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job (e.g. prefect) or responsibility (e.g. give out registers, take messages).

**Class points/House team points/marbles/pebbles in a jar** – the whole class work towards a whole class treat for improving a targeted behaviour.

**Informing parents** – communicating good news whenever possible, sending home text messages, a praise postcard or sometimes a phone call.

**Head Teachers Awards-** Commending children for their excellent work and attitude to learning at school and at home. These are given out weekly during honours assemblies.

**Star Pupil**- commending children for good manners, positive attitude, qualities including kindness, thinking of others, trying something new, overcoming a barrier to learning etc. These are given out weekly in honours assemblies.

**Character Counts Awards**- for good manners; positive attitude, qualities including kindness, thinking of others, trying something new, overcoming a barrier to learning, sporting achievements, etc. These are given out every half term during honours assemblies.

**Reaching for the Success Awards** – are also given out every half term during honours assemblies to recognise excellent effort, attitude or achievement.

**Special Event** – children are invited to participate in a special, extracurricular event or opportunity.

**Community awards**- children can share their out of school successes. Photographs brought in by pupils are displayed in the school hall for all to see. Certificates, trophies etc are presented during honours assemblies.

**Always Children** – children who consistently work hard, help others, behave well and demonstrate all the attributes of our code of conduct receive an 'Always star' badge to wear on their uniform. These badges are the ultimate reward in school.

**Playground Superstars** – children who play well with each other and are kind and helpful may receive a playground award presented by the lunchtime playleader.

These rewards are given to reinforce and encourage further good behaviour. All adults in school participate in behaviour management and can give incentives and rewards. Rewards may be given to an individual, group or a whole class.

Parents and families are notified by text if their child is going to receive an award in any praise assembly.

### **Securing consistent consequences**

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based upon are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents when deemed appropriate

We have divided inappropriate behaviour into three categories. Examples are as follows

**Low level - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs.** Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others from working.

**Medium level - This is behaviour that could lead to involvement of a senior teacher.** Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment and breaking property on purpose.

Low and medium levelled behaviours may result in 'timeout' within their own classrooms and also the assigned support classroom. Staff members complete a timeout slip which is taken to the assigned classroom and signed by the staff member. These are recorded in their behaviours logs.

**High level - This is serious behaviour that would lead to involvement of the Acting Head of School or Senior Leadership Team (SLT) and that could put a child at risk of exclusion.** Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the request of a member of staff, racist remarks/comments, bullying, swearing and stealing.

### **Classroom behaviour system**

Teachers have the right to teach and children have the right to learn. Children who break the 'Siddal Primary School Code of Conduct Rules' stop teachers from teaching and stop themselves and others from learning.

The school sanctions are implemented when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

### **New day – new start!**

It is important to us that every day is a new day, a new chance to do well. All of the children know that they have another opportunity to make good choices.

### **Individual Behaviour Plans**

Some children will need an individualised behaviour plan. If this is the case it is organised by Mrs Howarth/Mrs Wierzbianski in liaison with Mrs Harper and Mrs Gurteen – Monitoring can be by lesson, by day or by week.

### **Other procedures**

#### **Permission to leave the classroom**

Children must ask permission to leave the classroom and be given a band to show that they have gained adult consent to leave the classroom.

### **School Opening**

School doors are open at 8.50 am, children are then welcomed into school by the Learning Mentor and members of the SLT.

### **Playtimes/Lunchtimes**

At the end of playtime the bell or whistle will be rung twice, 1<sup>st</sup> time all children should stand still. Once all children are standing still and quietly, the second bell can be rung and a class called, children will then walk into the building.

Children who continue to play will be warned, but if they ignore this warning, they will miss some of their playtime from the following playtime.

### **End of School Day**

**Nursery/Reception**– children wait in their classroom until their name is called by a member of staff and they can then leave the classroom with an adult.

**KS1** – Children are taken into the playground by their teacher and must tell their teacher when they see their adult and are leaving.

**KS2** - Children collect their coats and book bags. They line up quietly in their classroom and are escorted to the playground by their class teacher; the TA ensures that all children leave the classroom and they follow on at the end of the line or when all the children have left the room.

## **Behaviour at Lunchtime/Playtime**

We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits.

### **Rewards**

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour policy. Children are rewarded for good behaviour at playtime in the same way as the rest of the day through Siddal Superstar stickers. They may also receive a lunchtime playground superstar award for good manners and /or behaviour in Honours Assemblies. 'Spotted being Good' raffle tickets are used at lunchtime to reward positive behaviour, good manners, helping others and safely following the school rules. Pupils are randomly selected to receive a prize at the end of the week.

### **Consequences**

As with classroom behaviour, playtime behaviour can be categorised and the most appropriate consequence will be given to children who break any of the school rules. All children should be given a warning before any consequence is issued, if a child refuses to listen to the warning given and continues behaving in an inappropriate manner, a consequence will be given in accordance to the type of behaviour displayed.

**Examples of low level playground behaviour-** Not sharing, play fighting, taking turns or low level name calling.

**Consequences:** Warning, reminding the children how they should behave and your expectation.

**Examples of medium playground behaviour–** Not following instructions, spitting, throwing equipment, entering the school building without permission.

**Consequences:** Time out for a given amount of time – talk to child about their behaviour before they leave the bench.

**Examples of high level playground behaviour–** swearing, fighting, deliberately breaking equipment and inappropriate use of the toilet.

**Consequences:** Incident to be written into class behaviour book. Pupils maybe sent into school for time out with Mrs Howarth or a member of the SLT. Parents may be contacted and the child may be put in the room for improvement for a specific number of sessions or further actions taken.

The Acting Head of School may also consider asking parents to accompany their child in school during lunchtimes in cases of repeated or extremely inappropriate behaviour or their child may be sent home at lunchtimes for a specified amount of time.

### **Confiscation of child's property**

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this, distracts a child's attention from learning, promotes inappropriate behaviour or is perceived by a member of staff as being dangerous will be confiscated.

Under the general power to discipline (**see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details**) a member of staff is able to confiscate, retain or dispose of a child's property. All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent/carer. Items which are deemed to be dangerous may be kept by the Acting Head of School for further investigation.

### **Exclusions**

#### **Room for Improvement**

Children who do not behave in the agreed manner in class, around school or at playtimes and lunchtimes can be put in the room for improvement at lunchtimes. Whilst

children focus their attention on what is expected by copying out the 'Code of Conduct'. Parents are contacted to explain why their child is missing their lunchtime break. Teachers need the agreement of a member of the senior management team to put a child in 'room for improvement'.

### **Playtime exclusion**

Children who do not do their homework or have work to finish in class in KS2 due to low level disruption may be asked to stay in at playtime and are supervised by a teacher in a KS2 classroom or by the class teacher or teaching assistant in KS1.

### **Internal exclusion**

At Siddal Primary School, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. An internal exclusion may also include a day attending another school that is part of the Brighter Futures Academy Trust. This action would be discussed with parents.

### **External exclusion**

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Acting Head of School with agreement from the Executive Headteacher (EHT), or in her absence a member of the SLT can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Acting Head of School or member of the SLT.

Finally, and in the last resort the Acting Head of School in agreement with the EHT can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Calderdale's guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with exclusion.

### **Children with special educational needs**

We expect all children to abide by the Siddal Primary School Code of Conduct. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties on School Support or School Support Plus of the SEND Register may:

- Have regular meetings with their teacher and parents/carers.
- Be placed on a behaviour chart or contract by the Head of School. A decision is made involving the child, Acting Head of School and parents as to when the child is removed from a chart. This is usually done over a period of time.
- Have targets for behaviour on their IEP or have an Individual Behaviour Plan as deemed appropriate.

- Meet regularly with the Acting Head of School to discuss progress toward targets.
- Parents and families will be kept informed of their child's progress through regular meetings.

Children who have an Educational Health Care Plan (EHC Plan) may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each half term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

### **Monitoring and evaluation**

All staff will be responsible for monitoring behaviour at Siddal Primary School, however the Acting Head of School, Senior Leadership Team and Learning Mentor will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Safeguarding team each term.

### **Identifying and recording difficulties**

- Behaviour logs are located in each classroom to keep records of all incidents involving inappropriate behaviour. Incidents are updated regularly onto an electronic system called CPOMS.
- Staff may annotate a child's work to highlight circumstances.
- 'Time Out' slips are recorded in the room for improvement log kept by the Learning Mentor.

### **Recording of strategies for improvement**

- The class teacher and Inclusion manager record targets for the child on his/her Individual Education Plan or Individual Behaviour Plan (IBP) if the child is on the School Support Register.
- Children may be put on a behaviour chart to monitor daily progress, which is shared with parents.
- Reports from Educational Psychologists, etc. will assist staff in managing child behaviour and raising self-esteem.

### **Evaluation Criteria**

Child behaviour has improved if:

- The child consistently achieves his/her IEP/IBP targets.
- The child no longer requires a weekly behaviour chart.
- The child is not registered as red/amber on the class behaviour triangle chart.

Review date – January 2018