



## POSITIVE BEHAVIOUR POLICY

Approved date:	Sept 2022	Review date:	September 2023
Approval level:	LGB	Owner: Karen McCurdy	Head Teacher

### **Purpose:**

The purpose of this policy is to guide teachers, pupils and parents/carers on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Hague Bar Primary School to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally to give them the best possible chance of success.

Hague Bar Primary School is committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour policy guides our staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils. Consistency, and clear, calm adult behaviour underpins this.

### **Legislation and statutory requirements:**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

### **Aims:**

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others. To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Our Vision:**

At Hague Bar Primary School, we have a policy of "do" rather than "don't". We believe that by teaching children to be polite, considerate and thoughtful, a high standard of behaviour can be achieved.

We encourage the children to solve their disagreements by discussion and restorative justice, and ask for parents' co-operation in this as their children gradually become more independent and responsible for their actions.

We encourage the children to develop a sense of responsibility, to help them consider and understand the consequences of their actions, and to be polite and considerate towards others. Throughout the school we aim to establish good behaviour, both during lessons and in break times.

We respond to good behaviour with praise, using positive and encouraging language and also have reward systems in each class that encourage children to work hard and behave well. These are age appropriate and so may differ, however our values are consistent.

Our school rules demonstrate the high expectations we have of our children and this is underpinned through positive reinforcement.

### **Our expectations of adults in our school:**

We expect every adult to:

- Meet and greet every child every morning.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
- Follow up behaviour every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.

### **What does good behaviour look like in our school?**

#### **In lessons:**

- All children listening, learning and on task
- Children taking responsibility for their learning
- Hands up to answer or ask a questions

#### **At playtime and lunchtime**

- Engaged in play
- Friendly and inclusive

#### **On trips:**

- Being mindful of the public and respectful towards others
- Listening to adults
- Being sensible and safe

#### **In assembly:**

- Listening and not talking

### **Positive Strategies:**

The following positive strategies will be used consistently by all adults in the school. They are designed to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show our values and go over and above.

### **House Dojos**

Each child is in a house, mixed with children from Reception to Year 6. They will continue to earn dojo points individually, but these will then be added together each week in the houses and the house with the most points will be announced in our celebration assembly on Fridays. At the end of each month there will be a reward for the house with the most points.

### **Stickers**

All members of staff have stickers to be given to children as an instant reward for demonstrating the behaviour and values we have in school. This can be in lessons or at lunchtime or break.

### **“Positivitree”**

A display in the hall where children add their name to the tree when they have displayed one of our values for example being kind, well mannered, polite, helpful, etc. These names will be shared in our Friday celebration assemblies.

### **Gold Book**

Is kept in the Head of School office and children can be sent by an adult in school to share a particular piece of amazing work. This might be someone who has tried to improve their presentation, completed a tricky maths puzzle, written an amazing piece of work or produced some excellent art work. They will have their name written in the gold book and receive a special sticker to bring home.

### **Star of the week certificate**

A certificate given to one child per year group on a Friday. These are given by a member of staff from that class who share the reason why the child has been chosen.

### **Achievement Awards:**

Children with an achievement outside of school can share it at the weekly assembly.

### **Restorative Approach:**

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident

takes place in the playground, this will normally be responded to by support staff, who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, an experienced member of staff may become involved in a variety of ways e.g. releasing the class teacher to have a meeting with a child.

### **Behaviour Management Plan (See Appendix 1):**

The behaviour management plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

### **Scripted Response (See Appendix 2):**

As part of the behaviour management plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the behaviour management plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

### **Personalised Relationship Plans:**

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents/carers.

### **Restorative Meetings/Conversations:**

At Hague Bar Primary School, we believe that nurturing restorative practice, as well as high expectations, is imperative to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

### **Restorative Questions (See Appendix 3):**

These questions will be used to support restorative meetings and/or conversations. For middle and upper

school pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

### **Consequences:**

At Hague Bar Primary School, we encourage positive behaviour which reflects our values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised relationship plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing behaviour engagement with learning is our primary aim at Hague Bar Primary School. For the vast majority of our pupils, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

**Practical steps in managing and modifying poor behaviour:**

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that pupils should be kept at steps 1 and 2 for as long as possible.

However, in some circumstances, some behaviours may warrant skipping a step and go straight to a '**2 minutes owed**' or a '**restorative conversation**'. Any conversation that takes place will be communicated to parents/carers via the means of ClassDojo. In more serious circumstances, a phone call home may be made.

**Examples of low-level and more serious misbehaviours:**

As referenced above, it is not possible to leap or accelerate steps for repeated low-level disruption and it is the aim that pupils should be kept at steps 1 and 2 for as long as possible. However, some behaviours may need escalating to steps 3-5.

Please find below a table that outlines some examples of low-level behaviours and behaviours that may warrant an immediate escalation to steps 3-5.

Low-level behaviours can be defined as:	Behaviours that may warrant immediate escalation can be defined as:
<ul style="list-style-type: none"><li>• Talking in the classroom when the child should be listening to the teacher</li><li>• Turning around and distracting others</li><li>• Persistent tapping and banging of pencils to distract others</li><li>• Wandering around the classroom unnecessarily</li><li>• Not on task</li><li>• Talking when lining up</li><li>• Running not walking around the school building</li></ul>	<ul style="list-style-type: none"><li>• Any form of bullying</li><li>• Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</li><li>• Vandalism</li><li>• Theft</li><li>• Fighting</li><li>• Racist, sexist, homophobic or discriminatory behaviour and/or language</li><li>• Possession of any prohibited items.</li></ul>

## Appendix 1- Classroom Plan

	Steps	Actions
1.	<b>Redirection/ Reminder</b>	<p>A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the pupil is able to model good behaviour as a result of the reminder.</p>
2.	<b>Yellow Card</b>	<p>A small yellow card will be placed on the pupil's desk as a reminder for them to modify their behaviour. A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>This will remain until the adult is satisfied their behavior has improved.</p> <p>Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p>
2.	<b>Red Card</b>	<p>If the pupil still does not engage, use the 30-second script.</p> <p>A yellow card is replaced by a red card and the pupil will <b>'Stay behind two minutes after class.'</b></p> <p>These two minutes cannot be removed or reduced.</p>
3.	<b>Time-out/ Cool-off</b>	<p>This step is only needed if the child needs to calm down and compose themselves.</p> <p>Time out might be a short time in a quiet area in or outside the classroom.</p>
4.	<b>Restorative conversation</b>	<p>(5 minutes after class for restorative conversation followed by 5 minutes reflection time). This might be a quick chat or a more formal conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions.</p> <p>For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').</p>
	<b>Support step</b>	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from another class teacher.</p> <p>This will be specified on a personalised relationships plan for certain children identified with behaviour as an additional support need.</p>

**Appendix 2 - 30-Second Script:**

**Appendix 3 - Restorative Questions**



### **30 Second Scripted Intervention...**

- **I have noticed that you are** (having trouble getting started, wandering around, playing with apparatus) **right now.**
- **You are not showing our...**(3 rules)
- **You have chosen to...**
- **Because of that you need to...** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you** (refer to previous positive behaviour)?
- **That is who I need to see today. Thank you for listening.**

### **'Restorative Questions**

- 1. What happened?**
- 2. What were you feeling/thinking at the time?**
- 3. What have you thought since?**
- 4. How did this make other people feel?**
- 5. Who has been affected and how?**
- 6. What should we do to put things right?**
- 7. If this happened again, how could you do things differently?**

**Appendix 4: Behaviour Log – to be completed on CPOMS**

PUPILS NAME:	
NAME OF STAFF MEMBER DEALING WITH THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT:	