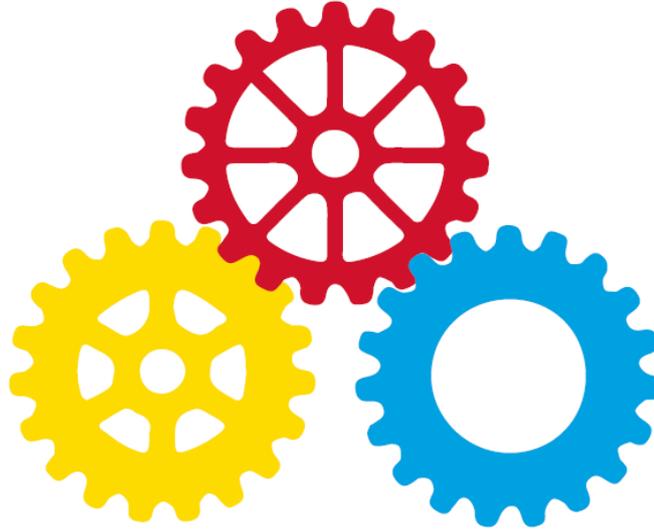


Promoting Positive Behaviour Policy



North Scarle Primary School 'Choosing to be Successful'

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| Approved by: | Full Governing Body | Date: October 2022 |
| Last reviewed: | September 2023 | |
| Next review due by: | September 2024 | |

Our School Vision

As an **inclusive** primary school, we work towards unlocking the potential of ALL our children, regardless of their starting points and perceived limits, so they can be happy and become the most **successful** version of themselves.

We aim to achieve this by providing a safe, nurturing and **inspiring** learning environment that supports our children both physically and emotionally.

Our successes are built on shared values and high expectations, provided by an aspirational and **enriched** curriculum and a supportive community.

"Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful." (Herman Cain)

Our School Values

Happiness

Learn

Succeed

This Positive Behaviour Policy is designed to support the way in which all members of our school community can work together to create an environment where everyone feels happy, safe and secure. North Scarle Primary School is a place of safety where clear boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief; where everyone makes the choice to be successful in every facet of their life.

1.1 Key premises of our approach

- Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication of an emotional need (whether conscious or unconscious), and we must respond accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Pupils with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”

- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of pupils are within their control. Therefore the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child’s SEMH needs.

Through ‘Choosing to be Successful’ and using the ‘Secrets to Success’ as tools to enable us to be the very best versions of ourselves, we expect our children to be great ambassadors for our school whether they are within our four walls or not.

Golden Rules

Discussed, shared and written with the children are our expectations of the children’s behaviour and expressed in the ‘Golden Rules’ which we follow:

- We will respect each other and our property
- We will be friendly, kind and helpful
- We will try our best and work hard



- We will be honest and truthful
- We will take pride in ourselves and each other

The Golden Rules (see Appendix 1 and 1a) are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following rights for children and staff.

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour

We believe that all staff who work in our school have the right:

- To expect to teach/guide in an environment without disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class or any other place around the school
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children

In accordance with the Protected Characteristics in the Equality Act 2010, at North Scarle Primary School we do not discriminate against the behaviour of anyone, be they staff or pupil, on the grounds of their:-

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

1.2 Connection before correction

We want to support children to make good behaviour choices and it is vital that good relationships underpin this. We aim to follow the 7 steps outlined below:

1. Am I regulated?

Before entering into a discussion with a child about their behaviour it is essential that we ask ourselves if we are regulated before we proceed. Has the child's behaviour triggered something in us? Are we in danger of making the situation worse? If you feel that you are not the right person to deal with the situation please ask for help.

2. Is the child regulated?

We use the language of upstairs brain and downstairs brain with the children. In order to have a meaningful interaction about a behaviour incident a child needs to be able to access their upstairs brain where they can think logically. If a child is in distress or fight or flight mode this is not the right time to begin a conversation about the incident.

3. Regulate -

We need to support the child to get to a place where they are regulated and able to reflect on the incident. BOSS have produced a regulation toolkit that you should refer to for strategies to help regulate.

4. Curiosity and Understanding -

We should aim to 'get curious, not furious' and seek to understand why the child might be behaving in this way. What are they trying to communicate with their behaviour? We should avoid shaming the child during any discussion about the incident. Things you could say, once they are calm are; 'can we talk about what has just happened?' 'I'm really interested to know what has happened so that I can help you.'

5. Acceptance and Empathy –

Empathy drives connection and it is vital that children feel they are understood if they are in crisis. We can show the child that we empathise with their situation by saying that we understand how difficult this is for them. 'I know that this is hard for you and I'd like to help' is an example of the language that we could use.

6. The correction step -

Once all the steps have been followed it is important that the child receives a consequence to their behaviour. You should now be in a place where this can be discussed calmly with the child and they are able to reflect on what has happened. The school's behaviour policy should be followed at this point but it may be that a more individual consequence is put into place. For example, if a child has created a mess in an area they should be supported to tidy this up.

7. Repair the relationship

in order for a warm and respectful child/adult relationship to continue it is very important that it is made clear to the child that no damage has been made to the relationship. This will need to be explicitly told this in order to move on and reduce any anxiety around the situation.

1.3 Restorative Approach

At North Scarle we have adopted the principles of a restorative approach to address issues relating to behaviour. The restorative approach is to challenge, with support, those that behave inappropriately, to find a solution that is meaningful and meets the needs of those that have been harmed.

The approach is based on using five questions to address incidents of conflict or inappropriate behaviour. They are:-

- What's happened?
- What were you thinking when it happened?
- How are you feeling now?
- Who has been upset by this?
- What needs to be done to make things right?

We also will ask the children - How could we make sure that this doesn't happen again?

The focus is on the harm done to others, responsibility and problem solving, any unmet need behind the behaviour and rebuilding and strengthening relationships within school including those between

children, those between members of staff and children, those between members of staff and parents and those between parents. It does not focus on rule-breaking, blame, guilt or adversarial processes.

Sanctions will still be applied, where appropriate, as a consequence of unacceptable behaviour but will be in conjunction with a process that encourages those involved to consider the five key questions above.

1.4 Praise and Rewards

Our pupils and staff are considerate of each other and our surroundings and always strive to behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Class and Individual points
- Behaviour rewards
- Whole class rewards
- Head teacher awards
- Walls of Success
- Behaviour and Attitude Assembly
- 'Celebrating Success Assembly'

Class and Individual Points:

These points can be earned by the class as a whole or by an individual for showing the attributes of a North Scarle Ambassador. This could be - good manners, acts of kindness, friendship, showing above and beyond behaviour, meeting the 'Secrets to Success' etc. All the points will be gathered together and rewards received for meeting target points ascertained by the class teacher.

Lunchtime Reward Systems:

- Lunch staff to reward children points for positive behaviour choices. (see lunchtime rules attachment)

Actions and Decisions to be made by the class teacher and the children:

Classroom Expectations: The adults and children in the class should decide on a list of classroom expectations together. These should be written as a 'Class Charter' during the start of the Autumn Term, signed by all class members, displayed in class and referred to throughout the year.

Whole Class Rewards:

Discuss and agree the following with the children:

- Agreed list of up to 5 classroom-based rewards for earning points prize.
- The reward can be their ideas with some input from the class teacher
- Rewards may be updated as the year progresses

Class teacher to decide a target for when rewards can be achieved and will then agree a date for the reward to be received by the whole class. (Pupils in receipt of Code Reds may not be allowed to participate in the reward).

Headteacher Awards:

- Children showing exemplary behaviour/effort/work will be sent to see the Headteacher and will receive a Headteacher Award Sticker.
- Class Teachers will nominate a child for a Headteacher 'Behaviour Ambassador' Certificate each week, which will be presented during Friday's Behaviour and Attitudes Assembly.

Wall of Success:

- There are 2 'Walls of Success' within school – Headteacher's Office and Main corridor.
- Class teachers will remind children that examples of exemplary learning due to their attitude, efforts, concentration, pride etc can and will be added to the walls at any time and for all to see.
- Class teachers will choose children to share their learning either directly with the headteacher or during a 'Celebrating Success Assembly'.
- Walls of Success displays will be updated at the end of each half term by staff.

Behaviour and Attitudes Assembly:

- Certificates will be based on the school's Secrets to Success.
- certificates per class each week are not limited
- Class teachers are responsible for completing the Behaviour Awards form in the staffroom before 9am Friday morning and for completing the certificates in preparation for the assembly that day.

Celebrating Success Assembly:

- Staff will select 3 pupils from each class to present learning from the previous week which reflects the work of a North Scarle Learner (one that chooses to be successful and follows the 'Secrets to Success').
 - Class teachers will each choose one of those pupils to be their class Pride Cup winner.
 - Class teachers are responsible for completing the PRIDE CUP winners form in the staffroom by Friday lunchtime.
 - The Class teacher is responsible for contacting parents by the end of the day on a Friday to let them know who has been awarded the Pride Cup and to invite them to the following Monday's assembly.
 - Class teachers will ensure learning is ready for presentation in the assembly and will provide the headteacher with copies of learning to place on one of the school's 'Wall of Success'.
 - The Headteacher will regularly include on the school newsletter a 'Celebration of Success' segment naming children who have received the Pride Cup and for other recognitions of success including activities out of school.

1.5 Sanctions and consequences

Staff should be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour. The imposition of a sanction should not be based on the tolerance level of an adult being exceeded but because the child has broken a golden rule. Responses to undesirable behaviour should be as economic as possible and at North Scarle we do not raise our voices at children.

Sanctions should be applied in an appropriate and consistent manner. As much as possible, pupils must not be denied access to specific areas of the curriculum.

Colour code system:

The colour coded behaviour system (Appendix 3) is clearly displayed in all classrooms and is referred to by all members of staff when discussing children's behaviour and the expectations that we have of them in school. It is vital that all children understand the levels of behaviour and can recognise when they are behaving on each level.

| | Sanction |
|---|-------------------|
| Green 'Expected for ALL children' | None |
| Code Blue | As per Appendix 3 |
| Code Amber | As per Appendix 3 |
| Code Red | As per Appendix 3 |

At North Scarle all staff should be fair and consistent in their reactions to children who may be breaching one of our Golden Rules, therefore we use a colour code system so all pupils, staff and parents are aware of the steps which will be taken.

Steps for the progression of sanctions:

- **All children will start their day on Green** (names will not be added to any charts). This is the standard level of expectation for all children at North Scarle.
- **Friendly reminder** - This is a reminder to stop doing something they know they should not be doing. Ask child: How can you put this right?
- **Warning** - Child still not making the right choice. Child's initials written on to whiteboard.
- **Code Blue** – Child still not making the right choice. Child will leave class for 5 mins (with timer) and complete a short reflection form (See Appendix 4). After 5 minutes, the child will return to class and the class teacher will share their reflection form with them at the end of the session.
- **Code Amber** - Child still choosing to make the wrong choices. They will miss 10 minutes of the next break time and complete a full reflection form (see Appendix 5) (in class or if needed in HT Office). If this is the session before lunch, the child will miss 10 minutes of outdoor lunch break. If this is an afternoon session in Class 3, the child will miss the next days break. Once the reflection form is complete, the child share this with the CT/HT.
If behaviour is still not acceptable past this point the child will be asked to complete their work in the headteachers office. We will also contact parents for a discussion about behaviour.
- **Code Red** – Serious behaviour incident. If the incident is deemed as serious the child will be sent directly to the Head Teacher (or DHT in their absence). Here, the Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents / carers will be called into the school for a discussion. An adult must record any red on CPOMs.

In most circumstances, pupils are given a clean slate at the beginning of each lesson so that they have a fresh start and make better choices. However, if a pupil is not ready to go back into the classroom for the next lesson, as they continue to display challenging behaviour choices, then it is up to the discretion of the SLT/CT/HT to decide when the best time is for the pupil to return to class and the pupil will continue to work outside the classroom environment. This will also be recorded on CPOMs.

On return to the class a verbal agreement will also be made, where the child is given a further chance to improve. The teacher or other staff members should remind the child of their agreement and offer ways to support them in managing it.

Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.

Serious behaviour incidents (Code RED):

Our school does not tolerate incidents of bullying or discriminatory behaviour, including homophobic or racist incidents of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our school free from fear. Details of procedures can be found in our Anti Bullying Policy / Procedures.

Serious forms of misbehaviour, as highlighted above and including physical harm and/or aggression can result in a child being sent directly to the SLT or Head Teacher. Here, SLT/or Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents / carers will be called into the school for a discussion. The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given an Individual Behaviour Plan or a Pastoral Support Plan.

In instances where the child/children or parent are not willing to accept support or do not keep to their Individual Behaviour Plan or PSP, the school may be forced to take further action.

If behaviour is extreme the school will use its powers to internally exclude, or may exclude children for a fixed period. If the behaviour persists the school may seek to use its power to issue a permanent exclusion.

Classroom Display:

All classrooms should have the colour coded system on display. The school golden rules should be clearly displayed and the classroom expectations that you have devised with your class should also feature on the display.

Individual Behaviour Plan

To support such children's behaviour they will be provided support to improve their conduct through an 'Individual Behaviour Plan'. The plan is not meant to be seen as a punishment, but as a way of breaking down the school day into smaller units of time. The aim of this is to help monitor the pattern of behaviour, and to standardise all staff actions following an incident of the undesirable behaviour/s so that the pupil gets consistent responses. It also support home school communication.

Outside Agency Support

Where it is felt that the school had done everything it can to support children with behavioural difficulties but there is still concerns we may seek further support from outside agencies e.g. Educational Psychologists, Health Service, Social Services. These service will provide us with further advice and ways to support the children.

Physical Violence

Staff only intervene physically to restrain children or to prevent injury to another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Specific staff have received 'Team Teach' training and procedures are followed using this guidance.

The use of positive handling approaches and de-escalation techniques, implemented by trained staff, may also be used where necessary. These may be implemented in order to:

- maintain the safety of pupils and staff
- prevent serious breaches of school discipline
- prevent serious damage to property they will only be implemented when the risks involved are outweighed by the risks involved in not using force.

Key adults working in school are trained in Physical Intervention Strategies – Team Teach. On rare occasions it may be necessary for a child to be removed or escorted out of the classroom by an adult trained in physical intervention in order to maintain the safety and good order for all. If Physical intervention is required each incident will be recorded and parents will be informed.

Recording Pupil Behaviour

The school holds on its computer system (CPOMs) records of children's Code Red behaviour. It is the responsibility of the trained class-teacher, TA, lunchtime supervisor or any other adult in the school to keep these records up to date helping us to build up a picture of behaviour, not just over a week, but also over extended periods for individuals. This helps us to ensure that the provision we have in place for our children is appropriate, encouraging them to gain rewards and be supported when needed.

Electronic Devices

Pupils are permitted to bring mobile phones to school, however, inline with our safeguarding policy, pupils must not keep these devices on their person during the school day. The school rules for all pupils are:

- school must be informed that a pupil is bringing a mobile device into school
- the child/parent must take the device to the school office where it will be locked away safely until the end of the school day
- the pupil will collect the device once they have been released by the class teacher and passed through the entrance/exit gate (green side gate)
- pupils will not take devices such as personal mobile phones; cameras or ipads etc into school.

In an instance where a pupils personal electronic device is reported in school, the headteacher has the authority to inform the pupil that they must hand the device over or that their locker/bag/tray will be searched and parents informed. If a device is retrieved then this will be locked away until the end of the day. Parents will always be informed if a search has taken place and regardless of whether the device has been found or not.

If staff are concerned that the electronic device has been used inappropriately, which may include:

- Accessing the school's internet
- Searching the internet for inappropriate content
- Showing/sharing or sending messages that will impact negatively on another pupil or the school
- Contains images of pupils in school (whether permission was given or not)

The headteacher has permission to search the device, however, in this instance, the headteacher would wait until a parent has been contacted and informed of the need to search the device and actions that may be taken.

Exclusion

In extreme 'Code Red' circumstances a child may be excluded from school. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Permanent exclusions will only be made after careful consideration and with the agreement of the Governing Body following the appropriated LA procedure. This extends to and will include breaches of the school's online safety policy.

CODE BLUE

You will be given a verbal warning from the teacher first. If your behaviour continues after this you will be given a 'Code Blue.' Examples of Code Blue Behaviours might include:

- Calling out or talking at the wrong time
- Showing a lack of effort in your learning
- Making silly noises
- Interfering in another child's learning

CODE AMBER

This is serious. You will be given a Code Amber if you have already had 3 Code Blues in a week or if you display any 'Code Amber' behaviours. Examples of Code Amber behaviours are:

- Deliberate unkindness
- Threatening others to cause upset
- Name calling or swearing
- Deliberately damaging property
- Deliberately hurting others feelings
- Mindfully ignoring the instructions from an adult wearing a Green or Blue Lanyard.
- Stealing

For each Code Amber you will lose 30 mins of Lunch-time; spending this under the supervision of the teacher awarding the sanction. You will fill out a Key Stage specific 'Reflection on Behaviour Form,' and your parents will be informed. If you get 3 Code Ambers in a term, you will have a meeting with the headteacher or Deputy Headteacher, during a breaktime, to discuss your behaviours.

CODE RED

This is extremely serious! The Headteacher and your parents will be informed and it will be recorded on our school system (CPOMs). It may lead to internal exclusion from your class and could lead to a fixed term or permanent external exclusion. Examples of Code Red behaviours include:

- Physical aggression to another resulting in visible harm (eg. bruising, scratch marks, bite marks etc).
- Use of racist or homophobic abuse.
- Threatening others to intimidate
- Major theft or vandalism
- Swearing or extreme rudeness to an adult.
- Putting self or others in danger
- Lying to seriously implicate others
- Unacceptable use of the school's or personal electronic devices and failing to follow the school's acceptable use policy for online safety



North Scarle Primary School
Reflecting on my behaviour

Child's Name _____

Date: _____

Lesson: _____

Time: _____

You are completing this sheet because you have behaved in a way that is not acceptable in North Scarle Primary School and therefore received a 'Code Amber.'

What did you do?

Why was this unacceptable?

What effect did my behaviour have on others?

What could you do differently next time?

In the future I will ...

Signed:(Pupil) Signed (Head / Deputy Head Teacher)

Child's name Class Date

I have received my child's reflection sheet and have discussed their behaviour with them.

Please return this slip to school. If you wish to discuss this further please arrange a meeting with the class teacher or Head /Deputy Headteacher.

Signed(Parent/carer) Date



North Scarle Primary School
Reflecting on my behaviour 'Code Amber.'

Child's Name _____

Date: _____

Lesson: _____

Time: _____

You are completing this sheet because you have behaved in a way that is not acceptable in North Scarle Primary School.

| | |
|---|---|
| I am sad because I | I am going to |
|  |  |

This is what I told about what happened (adult to scribe)

Signed:(Pupil) Signed (Head / Deputy Head Teacher)

Child's name Class Date

I have received my child's reflection sheet and have discussed their behaviour with them.

Please return this slip to school. If you wish to discuss this further please arrange a meeting with the class teacher or Head /Deputy Headteacher.

Signed (Parent/ carer) Date

.....

North Scarle Primary School
Reflecting on my behaviour

Child's Name _____ Date: _____

You are completing this sheet because you have behaved in a way that is not acceptable in North Scarle Primary School and received a Code Amber sanction.



What did you do?

What will you do next time?



Time of day / lesson -

Signed:(Pupil) Signed (Head / Deputy Head Teacher)

Child's name Class Date

I have received my child's reflection sheet and have discussed their behaviour with them.

Please return this slip to school. If you wish to discuss this further please arrange a meeting with the class teacher or Head /Deputy Headteacher.

Signed (Parent/ career) Date



'Choosing to be Successful'

We are great ambassadors for our school and follow our

GOLDEN RULES!

- **We will RESPECT each other and our property**
- **We will be FRIENDLY, KIND and HELPFUL**
- **We will try our BEST and WORK HARD**
- **We will be HONEST and TRUTHFUL**
- **We will take PRIDE in ourselves and in each other**

Lunchtimes

Routine:

- All children will remain in their own classes and in seats that have been agreed with their class teacher (regardless of Hot School Meal or Packed Lunch)
- Staff from Class 1 will collect HSM from Class 2 at Noon.
- Midday Supervisors will serve up Class 2 HSM meals and serve these at tables where the children WILL remain seated
- A member of staff will wait in Class 3 until the HSM pupils are called through to Class 2 to collect their meals (chn will enter Class 2 via the back door under the canopy)
- Hot meals will be served as ordered. Where possible, middays supervisors will aim to keep food items separate on the lunch tray
- Cutlery will go out on the lunch tray
- A midday supervisor will take over Class 3 supervision
- Once meals are eaten (HSM or PL) children will REMAIN seated
- Midday supervisors will check plates/pack ups, making note of children who have left a large portion of their lunch, this will be reported to class teachers so that parents can be informed
- When permission is given from the midday supervisor children can clear plates and pack ups, then return to their seats.
- Between 12.20pm - 12.25pm, children will be instructed to leave the classroom for the playground – table by table and as directed by the midday supervisor

Rules:

- We **wash our hands** before eating
- We **sit down quickly** and **talk quietly**
- We show **respect** to **all staff** at lunchtime
- We **sit properly** on our chair
- We remember to **say 'please' and 'thank you'**
- We use our knife, fork and spoon properly
- We wait until we have an empty mouth before we speak
- We **put our hand up** if we have a problem
- We **remain seated** until we are given permission to **tidy up and clear our plate** when we have finished
- We **walk** when we are in school and in the corridors on the way to the playground

Lunchtimes

REWARDS:

For ANY pupil FOLLOWING the routines or rules of lunchtime, they may receive -

- **Points for individuals** – following the lunch rules, polite, kind, going above and beyond (Max 5 a child)
- **Points for table groups** – brilliant manners, no fall outs, meals eaten, first table ready
- **Gold star sticker** – given to 2 children, in each class, every lunchtime for being a 'golden' lunchtime ambassador: exceptional behaviour and attitudes
- **Certificate** – midday supervisors will nominate 1 child each per week to receive the lunchtime award in assembly
- **EXTRA PLAY** – any children NOT logged in the lunch book at the end of each term will be treated to an extended lunch break with the Headteacher

SANCTIONS:

For ANY pupil NOT following the routines or rules of lunchtime -

| | Sanction |
|---|---|
| Green 'Expected for ALL children' | None |
| Friendly Reminder | Just a reminder! |
| WARNING | Child's name written in lunch book* |
| Blue | 5 mins time out (from outdoor play session) Actions logged in lunch book |
| Amber | Sent to staffroom Teacher informed Miss remainder of lunch break Complete reflection form |
| Red | Sent to Headteacher and parents informed Additional consequences discussed and agreed |

*If a child is given 3 or more warnings in a week, their class teacher will be informed and the next playtime will be missed to reflect on lunchtime behaviour going forward.