

# Positive Behaviour Policy

## Park Spring Primary School



<b>Approved by:</b>	Pupil Support	<b>Date:</b> December 2020
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**At Park Spring Primary School, we are committed to safeguarding and promoting the wellbeing of all children and we expect all staff and volunteers to share this commitment.**

## **Positive Behaviour Policy**

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### **Ethos**

The Webster Stratton ethos is to encourage pupils to access their learning in a safe, nurturing and positive environment where all pupils and staff alike, respect and care for each other. We see the importance of pupils taking responsibility for their own learning and behaviour and we encourage pupils to support each other as part of our inclusive school environment.

### **Positive Discipline**

In using Webster Stratton, we operate a policy of Positive Discipline. Pupils are positively encouraged to behave appropriately and all positive behaviour will be rewarded in a clear and consistent manner. Pupils become motivated to behave well in a number of ways with systems and strategies in place such as:

- Positive behaviour and effort are recorded in every class. These comments, which are often linked to the weekly SEAL ethos statement, are shared in a weekly celebration assembly. Children help to lead these assemblies each week and staff model the behaviours we want to see, seeking at all times to be positive, encouraging and constructive in their feedback to all pupils;
- Each week all class teachers nominate a child from each class to be the ‘Star of the Week’ for their good work or behaviour. The stars meet with the head teacher in the staff room to celebrate their achievement and have their photograph taken. These are displayed in the school, text to parents and on the weekly newsletter.
- All classes have an opportunity to show examples of their best work. Parents/carers are invited to share their success in class celebration events.
- Each class collects tokens (marbles / beads / items on a display) towards a class treat which they choose and vote for when the specific goal is reached collectively;
- Positive reinforcement and ‘Specific Labelled Praise’ is used across the whole school by all staff. Webster Stratton strategies are used effectively to encourage our positive ethos;
- ‘Show me 5’ is a strategy used by all staff to gain attention and encourage active listening skills;
- Teachers make positive telephone calls, send notes, postcards and texts home to praise children’s efforts.
- All staff are familiar with and use the Behaviour Hierarchies
- All observed positive behaviour is praised through a number of different strategies that are in place in each classroom.

All behaviour in school is monitored closely and effectively with clear rewards and sanctions in place for all pupils. In dealing with all behaviours we use the Webster Stratton approach to help pupils take responsibility for their conduct. Please see below for details about the Webster Stratton model.

### **Negative Behaviour**

When pupils display behaviours we don't want to see we use a hierarchical approach towards helping the pupils to change those behaviours. Changing negative behaviour is something that we want all pupils, with support from all staff members, to take responsibility for. The approach we use is one that encourages pupils to make the right choices. Our school ethos is to 'Get by with a little help from my friends' so we encourage children to help one another to make the right choices.

Where possible we use strategies that decrease attention on inappropriate behaviour in class and increase attention on positive behaviour. We use a clear Discipline Hierarchy (\*) to outline how we deal with negative behaviours, each step defines the level of intrusion we need to use to effectively deal with poor behaviour and we always use the least intrusive intervention possible to help a child modify any unwanted behaviours.

### **Secondary Behaviours**

If we need to give a consequence and a child begins to develop further unwanted behaviours (e.g. swearing or shouting) we, in that moment and where appropriate, ignore these behaviours as they are secondary to the original behaviour. We do, however, address these behaviours later with that child individually and with the whole class during a circle time/restorative activity where we might role play and teach how to deal appropriately with a consequence being imposed for an unwanted behaviour. We may also set up an IBP (Individual Behaviour Plan) for that child to use kind words in school.

### **Webster Stratton**

We assess and maintain school behaviour using the Webster Stratton Approach. All staff (including non-teaching staff) are trained over 4 separate days in how to effectively use and apply the strategies outlined in the Webster Stratton Teacher Classroom Management program. The program is a behaviour program based around a pyramid of strategy (fig. 2) that builds up sequentially to help pupils develop appropriate behaviours in school.

### **Building Positive Relationships**

Developing positive relationships is the primary tool that we use to develop positive behaviour across school as a whole.

Positive relationships between pupils and staff are vital in the promotion of good behaviour as when pupils feel that their teacher values them as an individual their behaviour around them will improve. All staff in the school are expected to use different strategies to help build positive and nurturing relationships with pupils.

The teaching and support staff provide space and time for pupils to develop trusting relationships with those staff members as part of the school timetable. There is also a big focus on developing peer relationships as part of the school strategy in reducing incidents of bullying (please see the school 'Bullying' Policy.).

Through using strategies such as mentoring programs/Inclusion Team Support, Lego Therapy, Nurture Groups, Friendship groups, developing an ethos of teamwork, Social and Emotional Aspects of Learning and celebrating individual success pupils are encouraged to support each other. Within the first phase of transitioning into the school, building positive and trusting relationships between staff and pupils is one of the key areas we will focus on.

## **Proactive Strategies**

It is the responsibility of each staff member to be proactive in helping all pupils learning the positive behaviours required of them within the school. There are several proactive strategies that can be used however, we make sure that the following strategies are in place throughout the school.

- Classroom Rules/Expectations
- Playground Expectations
- The 'Show Me 5' strategy

We are proud to be a MindMate (Friendly/Champion) School, an accolade we have earned by delivering the MindMate assemblies and curriculum, and accessing targeted MindMate intervention when needed e.g. counselling, child psychotherapy and emotional wellbeing work. We understand that behaviour is a form of communication, and use MindMate resources at universal, targeted and specialist levels to address the social, emotional and mental health needs of our pupils.

Where necessary, the following proactive strategies are also used:

- Seating plans
- Carefully selected Peer Learning Partners
- IBP's
- Distraction techniques
- Play time/Lunch time Buddies
- Individual Good News Books (to communicate good choices/successes between home and school) ☐ Reward charts/books
- Inclusion Team Support in class
- Interventions (e.g. Nurture, Circle of Friends, Drawing and Talking)

## **The focus of Attention, Encouragement and Praise**

We seek to give the majority of our attention, encouragement and praise to positive behaviours and limit the attention we give to inappropriate behaviours. This area also focuses on any 'coaching' strategies that we may want to use to help the student know the appropriate behaviours we want to see.

## **Motivating Through Incentives**

We have an ethos in which we 'Catch a Child Being Good' and reward good behaviour. Many classes use Class Dojos. This is an interactive points based computer programme in which every child has an avatar and points are allocated to them throughout the lesson/school day. Where Class Dojos are not in place, other reward systems/class charts are in place.

## **Decreasing Inappropriate Behaviours in the Classroom**

When dealing with inappropriate behaviour we will have a clear Classroom Discipline Hierarchy (Fig.3) outlining how and when we would apply the different strategies to stop the negative behaviours developing further. Having a clear and consistent approach helps pupils know that we deal with all behaviours fairly and without bias. Early intervention is key, so we always try to deal with negative behaviours at the first opportunity so that these behaviours don't become habitual and ingrained. We make sure that once a student has modified their behaviour with the support of the schools Discipline Hierarchy a fresh start is offered and, if another unwanted behaviour is displayed we start the process from the first step on the Hierarchy.

### **Negative Consequences**

In some cases, we may need to impose a negative consequence such as; a removal of a privilege or Time Out for persistent inappropriate behaviour. These strategies are only be used in cases of persistent inappropriate behaviour or for extreme behaviours such as hitting/hurting and destruction of property.

If pupils receive a Red Card, then they are expected to complete 5 minutes time out in an allocated space within the classroom. If they don't complete the time out appropriately then they may be removed from class to complete their time out elsewhere. Lost learning time will need to be paid back in the pupil's own time e.g. break or lunchtime.

Extreme behaviours such as - fighting, assault, swearing, throwing property or deliberate damage to property would result in an immediate Red Card and the pupil would be immediately placed in Inclusion. The length of time is recommended as at least 45 minutes but would depend on the severity of behaviour, the age of the pupil and the frequency with which such behaviours occur. Pupils will complete their work whilst in Inclusion but would also need to pay back some time during break or lunchtime. We recognise the need for pupils to have fresh air and movement breaks, so every effort will be made to facilitate this safely.

### **Positive Handling**

If we feel that a pupil is in danger to themselves or others we may need to positively handle, hold or physically remove them. This is done in full accordance with Section 93 of the Education and Inspections Act 2006. Any physical restraint will be done in accordance to 'Team Teach' training and where possible only 'Team Teach' trained staff will use these techniques. We will make sure that we record all instances of physical intervention as per the 'Team Teach' training. When a child has been restrained, parents are informed. It is also recorded in the 'Holding Book' in the 'Care and Concern' file in the office.

Physical interventions will NEVER be used as a form of discipline and will only be used to prevent pupils:

- **Committing a criminal offence**
- **Injuring themselves or others**
- **Damaging property**
- **Acting in a way that is counter to maintaining good order and discipline at the school.**

### **Individual Behaviour Planning and Behaviour Contracts (IBP)**

Sometimes pupils require a little more support in order for them to maintain a consistent level of appropriate behaviour. We have a three tiered system which helps to focus on the behaviours that we wish to change which is as follows:

1. White Focus Sheet - pupils who exhibit lower level behaviours but on a more frequent basis (one target)
2. Yellow Target Sheet - pupils who are exhibiting more significant behaviours (two targets)
3. Contract/IBP - highly individualised and detailed and may include the advice of outside agencies (may contain three targets)

Consultation with parents must take place and be reviewed after no longer than two weeks. It may be necessary to review practice or move up a tier.

These will be used as tools by staff to help and encourage a student to choose the correct behaviour within the school environment. The pupils are able to collect the positives and take ownership of their behaviours. Such interventions will be shared with all teaching and non-teaching staff so that there is a consistent message for the child wherever they are within the school.

The 5 steps of the Contract/IBP process are:

**Step 1**

Identify the inappropriate behaviour;

**Step 2**

Ask when, where and why that behaviour happens?

**Step 3**

Identify the behaviour you want to see;

**Step 4**

What are the 'effective motivators' staff can use to help the student achieve their target behaviour? For example:

Proactive strategies

How to use attention, encouragement and praise

Identify 'coaching' strategies

Incentive programs;

**Step 5**

Consequences to be used for displaying the unwanted behaviour.

### Roles and Responsibilities

#### **Teachers**

- It is the responsibility of class teachers to ensure that their classes behave in a responsible manner.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and consistently. The teachers treat all children in their classes with respect and understanding.

- If a child misbehaves repeatedly in class in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Inclusion Team, senior staff and the Head Teacher.
- The class teacher liaises with the Inclusion Manager who will refer to external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- Individual Behaviour Plans are devised for all children to identify the specific support needed to follow instructions and conform to expectations. Outside agency support may be requested.

### **Support Staff (inc. Lunch staff and Volunteers)**

- All support and lunchtime staff must uphold the ethos and expectations of the school behaviour policy during lunchtime.
- Staff will follow the specific reward and sanctions system.
- The Lead lunchtime supervisor leads the staff team at lunchtimes and has the support of the Head Teacher and the Senior Leadership Team.

### **Head Teacher**

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher can receive support in the way of advice, inclusions and placements through the Area Inclusion Partnership.
- The Head Teacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

### **Governors**

- ☒ The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines. Governors attend Webster Stratton training and briefings so that they are fully involved in self-evaluation and school improvement.

## Parents/Carers

- The school collaborates actively with parents / carers, so that children receive consistent messages about how to behave at school.
- We explain our expectations for behaviour in the school prospectus, and we expect parents / carers to read them and support them.
- The school work with the Pudsey Cluster in order to offer parenting classes that teach parents to use consistent behaviour management systems at home with those used in school.
- We expect parents / carers to support their child's learning and social development, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents / carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions towards a child, we expect parents/ carers to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem a formal complaint or appeal process can be instigated by sending a letter to the chair of governors.
- If a child needs specific help, then support will be requested from external agencies when appropriate.

This policy was written in **December 2020** and was shared with staff and governors.

It will be reviewed thereafter yearly.

Signed by Headteacher: Rachel Horan

Date

Signed by Chair of Governors: Rachel Yates

Date