



## **PARK PRIMARY SCHOOL** **Positive Behaviour Policy**



Park Primary School is committed to creating an environment where a high standard of 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. As members of our school community, we adhere to the values of being: 'Ready, Respectful and Safe.'

Our children's chances of success and happiness in life, here and in the future, depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we have developed a whole-school approach to behaviour, centred upon positive reinforcement and praise for children making the right choices.

Our policy is based on the work of Paul Dix and his book 'When the adults change, everything changes'; recognising that a clear structure of predictable outcomes has the best impact on behaviour.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules 'Ready, Respectful, Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

### **Aims of the Policy.**

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To enable children to develop a sense of self-worth and a respect and tolerance for others.
- To produce an environment in which children feel safe, secure, respected and where optimum learning takes place.
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the behaviour policy.**

To provide simple, practical procedures for staff and students that:

- Encourage students to recognise that they can and should make 'good' choices.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome students at the start of the day.
- Never walk past or ignore pupils who are failing to meet expectations.
- Deliberately and persistently catch pupils doing the right thing and praise them.
- Know the children well and develop positive relationships with all.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated.
- Demonstrate unconditional care and compassion.
- Follow up on all behaviour incidents and engage in reflective conversations with children.
- Be responsible for the safeguarding of all children.
- Always redirect children by referring to our school rules "Ready, Respectful, Safe".

The Headteacher and the Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/tokens.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.

Our children want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Listen and be fair.
- Have a sense of humour.
- Plan lessons that meet their needs.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community
- Following the School Rules of Ready, Respectful, Safe
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers are responsible for:

- The safe and respectful behaviour of their child(ren) inside and outside of school
- Supporting the school in following this policy
- Ensuring their children are ready for school and learning.

Adult Strategies to Develop Excellent Behaviour:

- IDENTIFY the behaviours we expect.
- TEACH those behaviours explicitly.
- MODEL the behaviours we are expecting.
- PRACTISE behaviours.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

### **Language around Behaviour**

We believe that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher.

### **Recognising and promoting positive behaviour**

We recognise that children should be rewarded for their good behaviour and it is important that their successes and triumphs are shared and celebrated. This encourages positive self-esteem and positive relationships across the school. We want the children to be proud of their achievements and their contributions to school life. We want the children to learn that their behaviour has an impact beyond themselves and can have a positive impact on our community and beyond.

The school will use the following rewards for displaying good behaviour:

- Verbal and non-verbal praise
- Individual Stickers
- Positive phone calls home
- Postcards home
- Recognition Boards
- Newsletter announcements
- RRS Tokens to build up to a community or global fundraising event.
- Recognition Fridays

### **Behaviour Pathway**

Where there are instances of unwanted behaviour all staff will follow the Behaviour Pathway. If the behaviour is deemed High Level it will be referred to SLT immediately.

Drive By - Gentle/Non Verbal reminders. These will be delivered privately with the aim of getting children back to their learning and being Ready, Respectful, Safe. These can be delivered numerous times.

Reminder - A reminder of the expectations Ready, Respectful, Safe that is delivered privately where possible. The aim is to de-escalate and return to learning as quickly as possible. Children can be reminded again if needed. The teacher begins the agreed scripted conversation at this stage of the pathway.

Last Chance - A clear verbal caution that makes the child aware of their behaviour and offers a choice, making the consequence clear if they continue. The teacher continues the agreed script at this stage of the pathway.

Consequence - 30 second script is delivered. There MUST be a consequence at this stage which the child is aware of from the previous stage. The child will be offered a positive choice and the adult will refer to previous good behaviour. The adult will walk away to allow the child "take up time" to make the right behaviour choice. The incident and the consequence is logged on EdAware and parents are informed of the incident by the Class Teacher.

Time Out - The child is spoken to away from the other children and is referred to another room for the remainder of the lesson under a pre-existing agreement. The incident is logged on Edaware and a consequence is delivered at the next opportunity. A restorative conversation takes place between the adult dealing with the behaviour and the child. Band leaders will intervene after 2 referrals in a 5 day rolling period.

SLT Referral - This applies if a child refuses to engage with a Time Out or it is deemed a High Level Behaviour incident. A member of SLT collects the child with work to be completed. An SLT consequence is delivered and a restorative conversation takes place. Parents are informed by SLT.

## **Levels of Behaviour**

### **Low Level Behaviours (LLB)**

We define Low Level Behaviour as relatively small but persistent distractions that many teachers will come across. For example:

- Talking when the teacher is.
- Distracting others from their learning.
- Not following instructions in a timely manner.
- Being off task.
- Not following our expected routines.

### **Mid Level Behaviours (MLB)**

We define Mid Level Behaviours as a continuation of Low Level Behaviours despite multiple reminders following the Behaviour Pathway.

### **High Level Behaviours (HLB)**

We define High Level Behaviours as a serious disruptive behaviour that hinders or halts teaching and learning or risks the safety of children and adults. Examples include:

- Aggression.
- Abusive language including swearing, homophobic or racist language.
- Violence including fighting or deliberate/unprovoked hurting.
- Unsafe behaviour.
- Continued refusal to follow instructions.
- 2x Time Out referrals in a 5 day rolling period.

Consequences:

Consequences should

1. Make it clear that unacceptable behaviour affects others and is a serious breach of our school rules.
2. Not apply to a whole group for the behaviour of individuals.
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure.
4. Be explained to the child during delivery of our agreed script.
5. Be delivered at the soonest available opportunity.
6. Involve a restorative conversation.
7. Stay between the adult and the child. One child's behaviour is not everyone's business.

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this and not be made personal to the child.

Possible consequences are outlined in the document Levels of Behaviour and Consequences and could be:

- Missing all or part of playtime/lunchtime
- Loss of privileges.
- Catching up on missed work.
- Time Out referral
- Reflective Conversation
- Supervised during playtime/lunchtime
- Increased contact with parents
- Removal from class
- Internal exclusion
- Exclusion

All incidents and consequences are logged on EdAware following the Behaviour Process and Levels of Behaviour Documents.

### **Restorative Approach**

According to researchers 'schools with a whole school restorative ethos support belonging rather than exclusion, social engagement over control and meaningful accountability instead of punishment.'

Our restorative conversations are based on a set of questions that aim to develop and restore relationships between children and adults following a behaviour incident. It promotes and encourages a whole school climate of respect where children are encouraged and supported to be honest and willing to accept responsibility.

Examples of Restorative questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

### **Positive Behaviour Plans**

We also understand that for some children following our behaviour expectations are beyond their developmental level. Some children exhibit particular behaviours based on early childhood experiences and family circumstances.

As a school we recognise that children's behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they can begin to follow our expected behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

In this case, these children will have a bespoke Positive Behaviour Plan which may include rewards to reinforce positive behaviour.

The school will also consider whether the displayed behaviour is an indicator that the child's educational, or other needs, are not being met. The involvement of the SENCO and external advisors will be sought. This may include Educational Psychologists, Counselling/Therapy services such as Place2Be / MHST, or support from our Family Partnership, Next Chapter. The school will also consider whether a multi-agency assessment of the child's behaviour would be beneficial.

### **Use of reasonable restraint**

In the very last instance, specially trained members of staff are able to use Team Teach techniques to prevent children from injuring themselves or others, or causing damage to property. Restraint will be used following the appropriate policies. Any physical restraint will be reported and recorded appropriately on EdAware. Staff will never be asked to compromise their own safety when dealing with unacceptable behaviour.

### **Exclusions**

A final decision to exclude a child will be taken only by the Headteacher if allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school.

Definitions of serious High Level Behaviour are previously listed in this policy and includes, but is not limited to:

- The physical assault of another child or adult.
- The threat or intent to cause serious physical or emotional harm to others.
- Persistent and targeted bullying (including racist, homophobic and online bullying).

- Theft.
- Vandalism.
- Persistent disruptive behaviour.
- The use, or threat of use, of any weapon.

The decision to permanently exclude lies with the Headteacher and Governors of the school as a result of a serious breach of the Behaviour Policy. The Headteacher will ensure that exclusion protocols are followed.

### **Behaviour off the school premises.**

Children at the school must agree to represent the school in a positive manner. Expectations for excellent behaviour applies both inside school and out in the wider community, particularly if the child is dressed in school uniform. Complaints from members of the public about poor behaviour by children at the school are taken very seriously, especially as this may indicate a safeguarding concern.

Teachers may discuss with the children behaviour off the school premises when the child is:

- Wearing school uniform,
- Travelling to or from school,
- Taking part in any school-related activity,
- In any way identifiable as being a child at the school.

Teachers may also issue a consequence for misbehaviour off the school premises that:

- Could negatively affect the reputation of the school,
- Could pose a threat to another child, a member of staff at the school, or a member of the public,
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

In all cases of alleged misbehaviour outside of the school premises, teachers will investigate the allegations once the child has returned to the school premises alongside discussion with parents and other parties.

### **Safeguarding**

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare.

Adults must report any behaviour displayed by a child, which gives reason to suspect that the child is suffering from neglect, trauma or is at risk of significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

# Ready Respectful Safe

Focus on...

## READY

### What does this mean?

READY means being ready to learn and to do my best.

To show that they are READY children must:

- come to school ready to listen and follow instructions.
- try their best in all aspects of school life – never give up!
- join in with lessons.
- follow school and class routines.

Adults in school will model this and support children to be READY by:

- teaching them the expected routines.
- teaching them about learning behaviours such as concentration, perseverance, hard work and cooperation.

We need you to help us ensure children are READY for learning.

We ask parents to:

- ensure children are in school every day and arrive on time to school.
- provide children with the correct uniform and PE kit.
- attend parents' evenings and other key meetings/events.
- have a positive attitude towards school and learning when talking to your child.
- to provide a healthy lunchbox and snack



# Ready Respectful Safe

Focus on...

## RESPECTFUL

### What does this mean?

RESPECTFUL means acting in a way that shows care for people, places and things. It is about understanding how our actions may affect others.

To be RESPECTFUL adults and children:

- speak in a calm and polite way to everyone – even when we feel upset or angry.
- use good manners.
- listen and follow instructions.
- treat everyone with kindness.
- look after our school environment.

We need you to help us create a RESPECTFUL community!

We ask that all members of the Park community, including parents:

- speak to each other and school staff calmly and politely.
- have difficult conversations in private, in person and not on social media.
- take the time to share good news stories about school life.

# Ready Respectful Safe

Focus on...

## SAFE

### What does this mean?

**SAFE** means looking after Park Primary School and all the people in it. It is being physically and emotionally safe, whilst understanding how we can look after the emotional and physical safety of others.

To show they are **SAFE** children must:

- follow instructions given by any adult.
- use kind words and actions even if we disagree or feel angry.
- move around school in a safe manner following our expected behaviours.
- use equipment safely.
- keep our school environment tidy and safe.
- stay safe online and make safe choices in the community.

To support children to be safe, adults in school will:

- teach children strategies to keep themselves calm and safe.
- teach children the importance of online safety and how to keep safe online.
- offer emotional and wellbeing support to anyone who needs it.

We need you to help us create a **SAFE** community!

We ask that all members of the Park Community, including parents to:

- Use considerate language and behaviour, even when discussing an issue or difficulty.
- Understand the importance of online safety and work with us to keep children safe online, specifically in the use of social media.
- Be considerate of our neighbours and the safety of everyone when parking.
- Report any safety concerns to us in confidence.