

VICARAGE PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Person responsible for the policy	Head Teacher - Shabana Khan
Date shared with staff	July 2020
Date to be next reviewed	July 2021
Date ratified by the Governing Body	

Signed by Chair of Governors:	Signed by Head Teacher :
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Vicarage Nursery and Primary School is a welcoming, happy and caring school. Our school motto 'Be the best you can be' reflects the high aspirations we have for our school community.

Our core values are central to our ethos. We want our pupils to

- Aspire for **Excellence**, so they can achieve their potential
- Develop independence, confidence, **Resilience** and a love for learning which will continue throughout their lives
- **Respect** for themselves and others, understanding there will be different viewpoints and beliefs but through mutual respect and tolerance become responsible citizens and positive agents of change in their own and others lives

AIMS

- For the Positive Behaviour Policy to be supported and followed by the whole school community - parents, teachers, pupils and governors.
- To foster a caring, nurturing atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To celebrate good behaviour, by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow.
- To resolve behavioural problems by adopting a restorative justice approach.
- To ensure consistency through the use of the Behaviour Ladder across the school.
- Whilst this Positive Behaviour Policy applies to all pupils, careful consideration are taken of individual pupil's needs e.g. those with Autistic Spectrum Disorders, Emotional Behaviour Difficulties, Attention Deficit Disorders, Behaviour Support Plans and Pastoral Support Plans.
- Reasonable adjustments will be made for pupils with additional needs. However, the rewards and sanctions will apply to all pupils including those with an EHC Plan
- To ensure the school works with other professionals and external agencies to find extra support for pupils who require it.

The Governing Body will:

- Promote and monitor the implementation of this policy
- Promote whole school adherence to the practices within it
- Ensure equality of delivery to individuals and groups through monitoring of Level 3 and Level 4 incidents.

Staff will:

- Provide positive role models at all times
- Follow procedures in this policy
- Set clear, reasonable and proportionate standards of behaviour which are easily understood
- Consider if the behaviour, whether it is disruptive, withdrawn, anxious depressed or otherwise may be related to an unmet mental health need
- Discuss with pupils when and how they could have made more positive choices
- Encourage, self-esteem and self-respect in pupils
- Work in partnership with parents to support pupils to maintain positive behaviour and celebrate their pupils efforts and achievements
- Maintain well organised learning environments and appropriately challenging learning opportunities.
- Respect pupils and listen to their views without discrimination.
- Ensure parents are verbally informed of all Level 3 incidents by the class teacher or Level 4 incidents by the Deputy Head, Head Teacher or Phase Leader.
- Ensure that parents are informed of rewards such as
 - Attendance certificates
 - Golden table tickets
 - Star of the week certificates
 - Marble winners

Parents and Carers should:

- Ensure their children attend school regularly and punctually
- Support the school in its strategies for managing behaviour
- Inform the school (class teacher in the first instance) of any factors which may influence a pupil's behaviour

Pupils should:

- Arrive on time every day ready to learn
- Tell an adult if they see something that they know is wrong
- Take responsibility for the choices they make

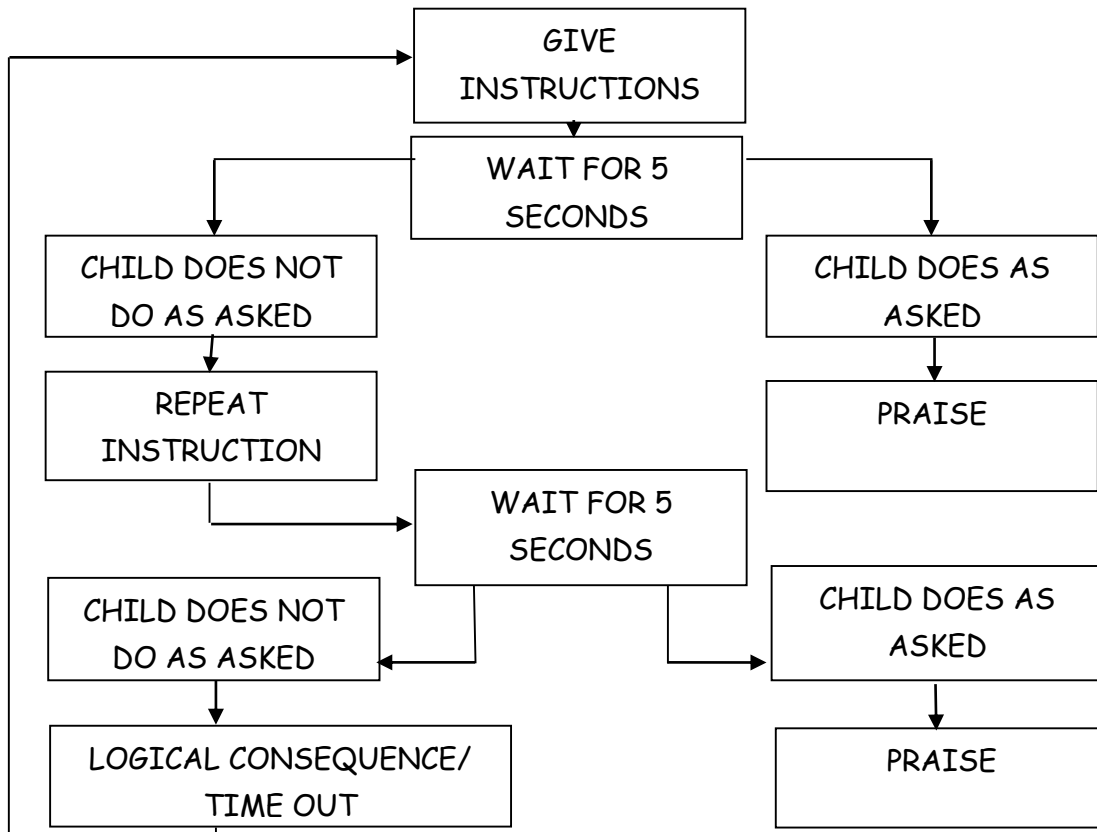
We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

The EYFS Behaviour Procedures

Early Years staff will encourage and support children to develop a sense of right and wrong by helping children to cooperate at school. Staff will always try to explain, reason with and calm the child. Children are always encouraged to apologise and reflect on harmful behaviour. Any incidents will be brought to the parent/carers attention and discussed with them.

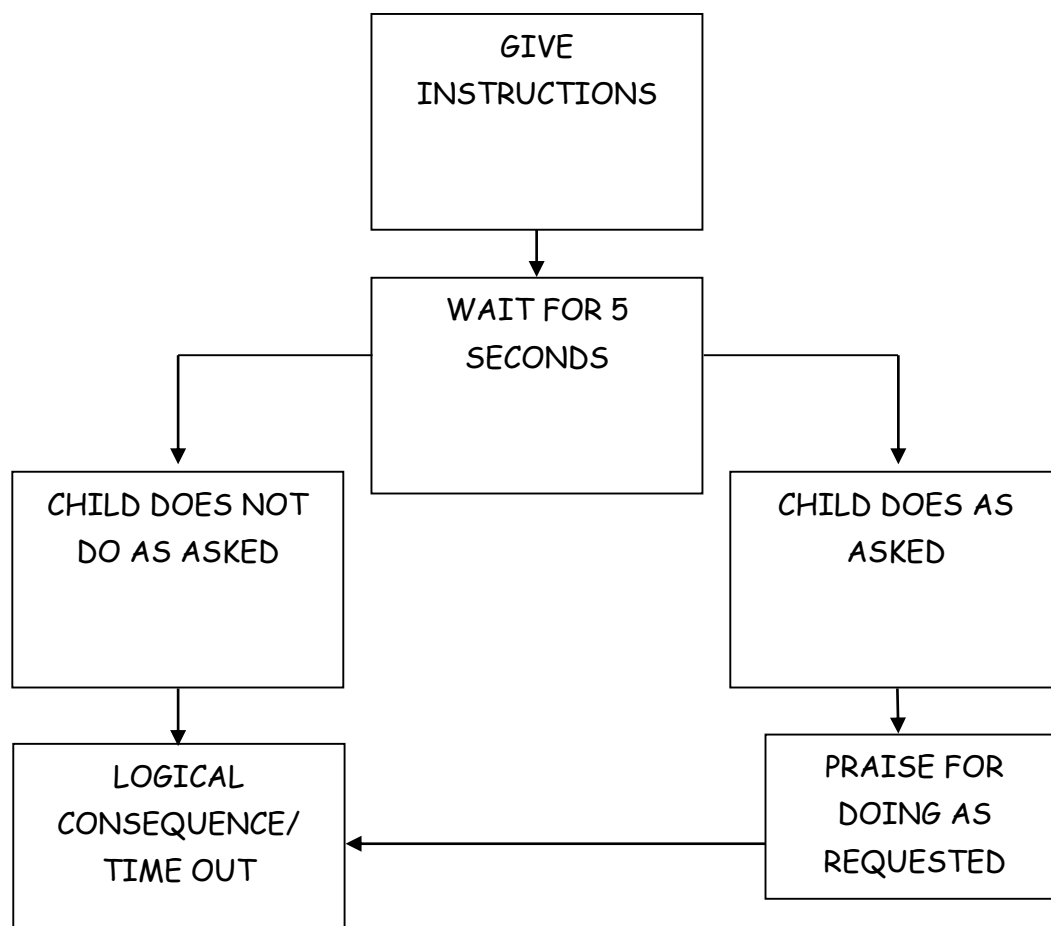
Staff will be aware of the age and stage of development of the child and of any cultural, linguistic or particular needs. Physical intervention (positive handling), i.e. holding, will be used only to prevent injury to the child, other children or an adult or serious damage to the property.

We adopt the Triple P (Positive Parenting Program) Start Routine for encouraging children to cooperate with instructions. The Start Routine requires children to follow an instruction after two requests. Children are rewarded with praise.



The Stop Routine is used by EYFS for the following behaviour, which is considered unacceptable at Vicarage, whether towards an adult or another child:

- Biting
- Kicking
- Hitting
- Pinching
- Inappropriate language
- Throwing/breaking toys/equipment/furniture.



Examples of logical consequences are as follows:

- Time out in class (with timer)
- Time out in a different class (with another adult)
- Apologising
- A conversation with the child
- A conversation with parents



An example of the simplified version of the Behaviour Ladder used in the EYFS.

Promoting Positive Behaviour

Incentives and rewards must be promoted by the whole school community. They work on an individual basis as well as whole classes working together. At

Vicarage we have:

- Significant achievement stickers (individual)
- Marbles in the jar (class)
- Certificates for excellent attendance (100%) at the end of term and academic year
- Golden table ticket - pupils who show good manners and are always well behaved in the dinner hall will sit at the Golden Table on Fridays
- Star of the week certificate and a pencil
- Special Head Teacher/ Deputy Head/Teacher stickers
- Trophy for best weekly attendance in each phase

Significant Achievement Sticker

Each piece of work or action is evaluated by the adults working with the child and if significant learning (academic) or significant good behaviour occurs then a sticker is given. When 25 stickers are gained this leads to a bronze certificate, 50 stickers are a silver award certificate, 75 stickers are a gold award certificate and 100 for the Head teacher's award certificate. All awards are celebrated in the Friday celebration assemblies.

Marbles in the Jar

Each class in a year group are put into one of four Teams - Red, Yellow, Green and Blue. When the class work together and behave well as a unit in an appropriate manner then any adult within school can award a marble in the jar. There is a maximum of 10 marbles to be given in any one school day.

At the end of the week the marbles are counted and announced in assemblies. The class with the most marbles in a particular week are given the opportunity to have extra time on the MUGA/KS1 play equipment (breaktimes). A record is kept of the weekly total points by the end of term. The team with the most points per phase wins a prize at the end of term. Totals are carried forward to the end of each big term - terms 2/4/6, when the prize is more significant.

Attendance Awards

Good, consistent attendance and punctuality also contribute to positive behaviour and a strong work ethic. Certificates are given for 100% attendance for the team and year. A class trophy is given for each class with the best attendance in each phase every week.

Star of the Week

Each week, teachers will nominate 2 pupils in their class to receive a Star of the Week certificate and pencil. This is announced in the Friday Celebration Assembly. The certificate is sent home with the pupil, whereby the information is also shared with parents.

Positive Behaviour Ladder

Each classroom and group room has a Positive Behaviour Ladder. At the beginning of each session pupils names will be displayed on the Yellow step. Pupil names will be moved up for good or improved behaviour and down the ladder for unacceptable behaviour.

	Classroom	Playground
	For excellent behaviour, work and demonstrating the school core values: <ul style="list-style-type: none"> • Excellence • Resilience • Respect 	
	All children begin on Yellow	
	First Reminder	
	2 nd Reminder	Informal Warning Level
Action Required	<ul style="list-style-type: none"> • Clear Verbal Warning • Use refocusing, redirecting, use 'language of choice' or a reminder • Move down to Pink on Ladder 	<ul style="list-style-type: none"> • A verbal warning will be given in the first instance of unacceptable behaviour
	3 rd Reminder (In Class Time Out)	Formal Warning Level (In Playground Time Out)
Action Required	<ul style="list-style-type: none"> • The pupil remains in the classroom and is moved away from the main activity for up to 15 minutes in class separation time (In Class Time Out) 	<ul style="list-style-type: none"> • Any repeated misbehaviour will require the pupil to walk around with a member of staff or stand against a wall for five minutes to reflect on their behaviour

Level 3/Blue Card for Persistent disruptive behaviour	
Action Required	<ul style="list-style-type: none"> The pupil is sent to another classroom for up to 45 minutes (External Class Time Out) Completes any work given Move down to Blue on Ladder <ul style="list-style-type: none"> If negative behaviour persists a blue sanction card should be issued and handed to the Learning Mentor.
	<ul style="list-style-type: none"> Level 3 Blue Card completed by adult and taken by the child to the... Next available Lunch Sanction where a... Reflection sheet is completed. After discussing with child, reflection sheets are kept in the phase folder. Parents must be informed verbally by the class teacher
	<ul style="list-style-type: none"> The child is moved back to Yellow after a sanction is completed. They may also move back to Yellow at the beginning of a morning or afternoon session (although incomplete sanctions still need to be completed)
Level 4/Red Card for serious incident	
Action Required	<ul style="list-style-type: none"> Physically harming another, whether pupil or adult (which requires physical restraint) Deliberately damaging/stealing school property Refusal to follow reasonable requests with implications for health and safety of the pupil or others e.g. leaving the school premises without permission Theft Threatening others verbally or threatening with and /or using an object Bringing a weapon on the premises Comments that discriminate along the lines of race, gender, religion and sexual orientation Using an object as a weapon Bringing to school any illegal or prohibited items <p>A Red Card must be completed and handed to the Deputy or Head Teacher. Internal and Fixed Term Exclusions will be considered. Parents are informed.</p>

Notes:

- Blue Card Time out - pupils to go to partner class in phase.
- The same procedure applies to group rooms where the behaviour ladder is also to be used.
- If a pupil refuses to go to another class or to attend to the sanction room support should be sought from the Learning Mentor, Phase Leader, Deputy Head or Head Teacher.
- Refer to procedures as set out in the school's Anti-Bullying Policy for all allegations of bullying.
- Missing educational visits must not be used as a sanction.

Level 3/Blue Card

- Pupils who get to Level 3 will be managed by the class teacher. Parents must be informed verbally by the class teacher.
- All completed reflection sheets for Level 3 and the blue cards will be kept in the Behaviour folder in the phase leaders office.

Level 4/Red Card Incidents Resulting in a Fixed Term Exclusion:

- The school will contact the parents/carers as soon as possible before the end of the school day to inform them of the incident and reason for fixed term exclusion.
- It is expected that parents will collect their children as soon as possible on the day of the issuing of an exclusion. If this is not possible, then the child will be kept away from their class and the exclusion will be postponed to commence the next day.
- A letter will be given to the parent or sent home within 24 hours outlining the reason(s) for the exclusion.
- Work will be provided for the length of the exclusion. The work is expected to be returned to school.
- Parents are expected to meet with the phase leader and Head Teacher on the day that the pupil returns to school.
- Lunchtime exclusion will be counted as a half school day
- All exclusions are formally recorded and a copy of the letter kept in the Fixed Term Exclusion folder in the HT office
- A pupil can be excluded for a maximum of 45 school days in a single academic year.
- Exclusions can be for one or more fixed periods

Only a Deputy Head or Head Teacher can exclude a pupil from school.

If a fixed term exclusion of more than 5 days is deemed the appropriate consequence, then the school will endeavour to obtain a place at Re-Integration into Education Team (RIET) for the pupil to attend during this period. RIET is a Newham provision specialising in supporting pupils who have been excluded. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made.

Pastoral Support Plans

On occasion it may be felt that a pupil is at risk of permanent exclusion due to consistent unacceptable behaviour being displayed. In this circumstance the school will put a Pastoral Support Plan (PSP) into place in order to support the pupil and try to prevent this occurring. This is a plan that involves the pupil, school, parents and Behaviour Support team working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these.

Physical Intervention

The general principle is that the use of physical intervention (positive handling) should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself in danger
4. Damaging property

Use of Items in a threatening manner

Items that can be potentially harmful, eg, a school dinner knife, which are used in a threatening manner will be considered a serious incident. The school may inform the police.

Searching and Confiscation

School staff can search a pupil or their possessions if they suspect the pupil has any item which is listed in the Level 4/Red Card section, as well as any items banned under the school rules. Parents of pupils affected will be informed. Any confiscated items will be given to the parent of the child.

Incidents Outside of School

In accordance with the Department for Education "Behaviour & Discipline in Schools" Policy, the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable".

At Vicarage this is seen as unacceptable behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some way identifiable as a pupil at the school, ie, wearing school uniform.

In extreme cases (such as cyber bullying) misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Online Safety

All pupils must follow the rules in the Responsible Internet Use when using technology including the internet, this may also apply to use outside of school and is not limited to school equipment.

Responsible Internet Use

- I will ask permission before using the Internet
- I will use only my own login and password, which is secret.
- I will only look at or delete my own work/files.
- I understand that I must not use my own software or disks in school without permission.
- I will only email people that I know or people that my teacher has approved.
- The messages I send will be polite and sensible.
- I understand that I must never give my home address or phone number, or arrange to meet someone over the internet.

- I will ask permission before opening an email or an email attachment sent by someone I do not know.
- I will not use Internet chat rooms.
- If I see anything I am not happy with or I receive messages I do not like, I will tell a teacher immediately.
- I understand that the school may check my computer files and the Internet sites I visit.
- I understand that if I deliberately break these rules, I may be banned from using the Internet and computers.

Pupils that do not follow these rules may find:

- They are not allowed to use the technology (including computers, mobile devices and any or any other devices used for communication and accessing information).
- The parents/carers are informed.
- Blue or Red card consequences will be followed.

Permanent Exclusion

Permanent exclusions: Ref: DfE document "Exclusion from maintained schools, Academies and pupil referral units in England"

Decisions to exclude pupils are only taken in response to a serious breach, or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Categories of behaviour that may result in Permanent Exclusion are:

Category
Serious assault against a Pupil
Serious assault against an Adult
Bullying on the lines of race, gender, religion, sexual orientation
Sexual Misconduct
Drug and Alcohol Related Incidents
Substantial Damage to School Property

Managed Moves

A managed move to another school can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion as it enables the pupil to have a fresh start in a new school.

It is done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the Local Authority, and in circumstances where it is in the best interest of the pupil concerned.

Appendices

Best Practice to Manage Behaviour

Be a role model - Act in a professional manner when addressing pupils and adults

Be consistent - have high expectations of behaviour

Be visible - supervise children to and from classrooms and playgrounds
- all available staff/adults in corridors, on staircases as children move around the building.

Be positive - highlight good behaviour - positive v negative 4:1
Comment to parents about improved behaviour in the Home-School diary.

Be discreet - where possible speak to children about their behaviour quietly and out of earshot of others.

Classroom management and procedure:

- Establish defined classroom areas.
- Label resources clearly and make them accessible.
- Design classroom layout to facilitate ease of movement.
- Establish consistent classroom routines, lining up, seating etc.
- Maintain a quiet, calm atmosphere.
- Be well prepared and organized.
- Ensure work is differentiated, purposeful and enjoyable.

Offer positive choices:

If you do this, then this will happen, (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.

Distract if a difficult situation is likely to develop distract the child's attention, e.g. give a specific task, send a message etc.

Give a choice - Either put your cards away in the drawer or give them to me.

State the obvious - You are not doing what you have been asked to do.

Repeat/reiterate – You should be doing your maths.

Positive questioning – What should you be doing? – Good you know what to do so now you can do it.

Most importantly establish a positive and supportive relationship with the pupils in your care.

To further support dealing with behaviour issues, you may consider the following:

<p>Pre Chat Statements and Questions</p> <ul style="list-style-type: none"> ▪ We all need some time to think about what just happened ▪ We need to speak about this when we have had some time to think about how this happened? ▪ Take some time and we will talk about this xxxx ▪ This needs to be sorted out-I can see you are not ready right now- We need to talk about this later. 	<p>Enquiry Questions</p> <ul style="list-style-type: none"> ▪ What happened? ▪ What else happened? ▪ What happened just before this? ▪ Where were you when is happened?
<p>Intent Questions</p> <ul style="list-style-type: none"> ▪ What were you think/Feeling at that moment? ▪ What did you want to happen?/What were you trying to achieve? ▪ What were you thinking when this happened? ▪ What were you trying to tell X? ▪ What was going through your mind when....? ▪ What were you thinking at that point? 	<p>Emotional Reflection Questions</p> <ul style="list-style-type: none"> ▪ What do you think/feel about this now? ▪ What's in your mind now? ▪ Now that you've had time and calm down how does that change things?
<p>Resolution Questions</p> <ul style="list-style-type: none"> ▪ What needs to happen to put this right? ▪ How can we put this right? ▪ What can you do so X feels happy this won't happen again? ▪ What did you want X to do? ▪ What would you think needs to go on the contract? 	<p>Future Questions</p> <ul style="list-style-type: none"> ▪ What will you do differently next time? ▪ What do you need to change to ensure this doesn't happen again? ▪ What needs to change in the future so everyone feels happy/safe?
<p>Active Listening Feedback is at the heart of active listening BUT to be effective, each of the following steps must be taken.</p> <ul style="list-style-type: none"> ▪ Look at the person ▪ Give your full attention to the speaker ▪ Listen not merely to the words, but the feeling content ▪ Be sincerely interested in what the other person is talking about ▪ Restate what the person said ▪ Ask for clarification questions once in a while ▪ Be able to manage your own feelings and any strong opinions 	
<p>Verbal Signals</p> <ul style="list-style-type: none"> ▪ Show you are listening ▪ Validating statements ▪ Statements of support ▪ Reflection/mirroring statements 	<p>Non-verbal Signals</p> <ul style="list-style-type: none"> ▪ Appropriate eye contact ▪ Facial expression ▪ Body language ▪ Silence

Vicarage Level 3 Behaviour Card

Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

Parent Informed: YES/NO

To be managed by the class teacher

Vicarage Level 3 Behaviour Card

Name: _____ Class: _____

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Witnesses: _____

Reason: _____

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To be managed by the class teacher

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Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

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To be managed by the class teacher

Vicarage Level 3 Behaviour Card

Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

Parent Informed: YES/NO

To be managed by the class teacher

Vicarage Level 4 Behaviour Card

Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

Parent Informed: YES/NO

To be managed by the Leadership team

Vicarage Level 4 Behaviour Card

Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

Parent Informed: YES/NO

To be managed by the Leadership team

Vicarage Level 4 Behaviour Card

Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

Parent Informed: YES/NO

To be managed by the Leadership team

Vicarage Level 4 Behaviour Card

Name: _____ Class: _____

Sent by: _____ Date/Time: _____

Witnesses: _____

Reason: _____

Parent Informed: YES/NO

To be managed by the Leadership team

Reflection Sheet

Take time to think about why you have been given time out

Your Name: _____ Class: _____ Date: _____

Please support the child with this sheet; they may draw pictures if it is easier:

What happened?

Who was upset or lost something as a result of what happened (consequence)?



What can we do to fix this?

How can you stop this happening again?

Reflection Sheet

Take time to think about why you have been given time out

Your Name: _____ Class: _____ Date: _____

What happened? _____

What did you choose to do? _____

Who was upset or lost something as a result of what happened (consequence)?

What can you do to make fix this? _____

How can you stop this happening again? _____



Warning

Time-Out

Blue Card

Red Card

	Classroom	Playground
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	2 nd Reminder	
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	A Red Card must be completed and handed to the Deputy or Head Teacher. Internal and Fixed Term Exclusions will be considered. Parents are informed.	

