

Astwood Bank Primary Positive Behaviour Policy



Approved by:	Senior Leadership Team/Governors
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Last reviewed on:	October 2023
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Next review due by:	Annually
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Purpose

The aim of the Astwood Bank Primary School Behaviour Education Policy is to teach our pupils responsible and acceptable behaviour, which extends beyond the classroom and into the children's online presence.

We recognise that pupils need to be taught appropriate behaviour in a caring, firm, consistent manner.

To be effective in our aim, we understand that as a school we need:

- a) an agreed and consistently implemented school policy.
- b) staff who are confident and skilled at teaching children appropriate behaviour.

Much of our thinking and training on behaviour is historically based on the 'assertive discipline model', but the school constantly reviews the appropriateness and effectiveness of this training as the education landscape changes. This is particularly pertinent for newer members of staff; the induction of new staff makes sure that current best practices are shared and implemented.

Furthermore, all teaching staff are involved in the regular review of this policy, and staff are made aware of the policy during induction. We have a staff meeting weekly and we have standing item on our agenda reviewing children for concern.

This policy is designed to be accessible and easily understood, aligned to other policies and procedures, and supportive to parents and teachers alike.

Governor Involvement in Policy Making

It is pertinent to note that the governors at Astwood Bank Primary School recognise the importance of upholding positive behaviour across the school. They recognise that positive relationships with pupils are key, and that all staff have a duty to apply the school's policy, ethos and stance on behaviour. Governors work with school leaders to ensure that children are safeguarded, and discrimination does not occur. Governors are updated with trends and patterns in behaviour, and they oversee any amendments in policy that might occur. This is carried out annually. The governing body also complete their Principle Statement, which can be viewed separately.

Leadership & Management/The Role of Teachers

- School leaders are an emotionally available adult who set the tone for the whole school.
- Leaders have high expectations for behaviour and work to promote the school's culture and ethos for excellent behaviour.
- Leaders ensure that induction of new staff and ECTs provides guidance of school behaviour policies.
- Where required, leaders will provide training for staff in new behaviour strategies. This includes liaising with external organisations and agencies.
- Teachers are expected to uphold the school's approach to behaviour, outlined in this policy.
- There is an expectation that the whole class will establish the rules with teachers.
- All staff should enforce their class rules consistently so that the pupils are clear of the expectations of the teacher. This is reinforced by school leaders who regularly review classroom and whole school practices.
- All staff should make clear to pupils the acceptable noise levels in classrooms and throughout the school.
- All Staff have the right to support from other colleagues and the Senior Management Team in dealing with disruptive pupils.

- Governors are available to support teachers and school leaders with matters relating to behaviour and policy checking.
- School leaders are available to support everyday behaviour, including sanctioning. They can be used as a means of escalation where class teachers need to refer behaviour incidents onto the next stage.

Preventing All Forms of Bullying, Prejudice and Discrimination (also refer to Anti-Bullying Policy)

Through regular training and discussion, all staff are signed-up to a culture of vigilance. Astwood Bank Primary has a zero-tolerance approach to bullying, prejudice, and discrimination of any form. All members of staff have read and understand the latest guidance materials on Keeping Children Safe in Education, which includes knowing how to respond to and report child-on-child abuse. Staff are also required to be familiar with the school's Anti-Bullying Policy and Safeguarding Policy respectively.

Encouraging Positive Behaviour (school systems and procedures)

Classroom Discipline Plan

All classes will have an agreed charter/ set of class rules which will consist of three sections:

- a) Rules that pupils must always follow.
- b) Positive recognition that pupils receive for following the rules.
- c) Consequences that result when the pupil chooses not to follow the rules.

Guidance on drawing up the Class Rules can be found in the Assertive Discipline Handbook, and school leaders are available to support all staff, including new members of staff during the induction process.

- The rules should be agreed annually with each new class and should be specific so they can be easily enforced.
- The classroom discipline plan needs to be taught; it is not sufficient to agree the plan and not to teach or reinforce the rules.
- Pupils need to be praised when they follow the rules.
- Class rules should be clearly visible for all the class to see.
- The class rules should be communicated to parents at the beginning of the year.
- Any adults working in school should be made aware of the class and school rules.

Responding to & Promoting Positive Behaviour

Astwood Bank Primary rewards positive behaviour by rewarding children with house points; Headteacher Awards and individual classroom behaviour strategies. Teachers are given autonomy to choose the right strategies for their class, whilst supporting the overall school approach. In addition to this, staff are encouraged to:

- All staff should seek to praise each child at least once each day.
- Staff will increase pupil's self-esteem through consistent meaningful positive recognition, letting the pupils know they notice their efforts to behave well.
- In some cases, teachers will send positive notes home to parents; they are a very powerful tool.

- Teachers will consider using a class-wide positive recognition system to motivate pupils to work on a problem behaviour the group is having.
- Teachers will promote three acceptable voice levels and include them in directions:
 Partner voice - heard only by person next to you.
 Group voice - heard only by the pupils on your table.
 Class voice - heard clearly by everyone in class.
- Once an instruction has been given, teachers will look for a child or group who are following the instruction to reinforce the direction:
 “Thank you _____ for tidying up the Lego straight away.”

Responding to Negative behaviour

Where behaviour is considered non-disruptive/off task

- Teachers are trained to use professional judgement and be clear in their own mind whether the behaviour demonstrated is “off task” or “disruptive.”
- Teachers will spend some time by the pupils making them aware of their presence.
- Teachers will give the child a direct “look” indicating that they are aware of their behaviour.
- Staff are trained to re-direct the child with a specific directive relating to their work.
- Teachers can make use of praise towards others around the off-task pupil to reengage.
- Teachers will move on to consequences in their class rules if these strategies are ineffective.

Responding to Frequently Disruptive Behaviour

Misbehaviour is dealt with in a fair and proportionate way. If behaviour falls below the standard expected of them, teachers will always follow school policy to make the right decisions about sanctioning poor behaviour. School leaders will always be there to support teachers to deliver the appropriate sanctions and they will remain consistent in their approach. Regardless of what sanction is given, teachers and leaders will invite children to a restorative discussion. Sanctions might include loss of privileges; school-based community service; or a written task such as a letter of apology. Sanctions will always take into consideration the child’s circumstances, and whether SEND or mental health have affected their behaviour. Children will be supported to make the right choices.

- Behaviour is monitored by senior leaders who refer to CPOMS for concerns raised by all staff members. In some cases (such as dinner supervisors) arrangements have been made for paper copies of behaviour concerns to be handed to the senior team.
- All staff can meet with Head Teacher/use the staff meeting to discuss strategies to use with children.
- Teachers will keep a log of disruptive behaviour – look for a pattern or instances that trigger disruptive behaviour. In most cases, behaviour is logged on CPOMS unless access to a computer is restricted (paper copies are available to some staff).
- Teachers will discuss some children with the SENDCo and discuss strategies and possible SEND intervention.
- Teachers are encouraged to meet with parents and make clear the specific disruptive behaviour and request support from home in terms of rewards and regular brief meeting.

- Staff will make use of a Yellow/ Red Behaviour Card as follows: Stage 1- three verbal warnings to the child; Stage 2- a yellow card is a visual tool that shows that the child must have 5 minutes time out within the class away from the group; Stage 3- a red card is a visual tool that the child is removed from the class into another class for 10 minutes. Further disruption would require the involvement of senior leaders and parents.
- In some cases, teachers will draw up an individualised behaviour plan with parents which focus on the one or two critical problem behaviours. Teachers will consider further consequences and rewards for this plan.
- With support from school leaders, teachers might consider the benefits of intervention by LBSS and the Pupil Referral Unit.
- When using a consequence, teachers will make clear to the pupils that they have chosen not to follow the agreed rules and will therefore receive a consequence.
- The first consequence should always be a warning.
- All pupils start with a 'clean sheet' each day.
- The consequences should be in a hierarchy so that the pupils know what will happen each time they choose to misbehave.
- Teachers should liaise with any adult working with their class pupils regarding the use of rewards and consequences in their classroom.

SEND & Mental Health Considerations (pupil support)

At Astwood Bank Primary School we have high expectations for behaviour from all our pupils. This clear and detailed behaviour policy outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to demonstrate standards of behaviour.

Astwood Bank Primary recognises that for some children, other factors may contribute to poor behaviour. A child with social, emotional, and mental health difficulties may require additional support from one of our specialist wellbeing staff. This may also lead to an adjustment in the school's usual approach to behaviour. In some cases, a child may also require an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) to help to address these difficulties.

Astwood Bank Primary recognises that pupils must be treated as individuals and that adjustments to the way that behaviour is dealt with must be considered. Any plan put in place will contain clear objectives for improvement, behaviour strategies and procedures. It is the school policy to keep parents informed of all incidents in which behaviour is a problem. It is also the school's policy to work with parents where additional needs are identified as a contributing factor to behaviour.

Several staff members are trained in 'positive handling', and in a minority of cases this level of action might be required by these trained individuals only.

Managing Lunchtimes and Playtime effectively

Many of the procedures and strategies to encourage positive behaviour are appropriate for managing playtimes and lunchtimes.

Additional Guidance for Lunchtime Supervisors

- Circulate your area effectively by moving around and being in contact with the children you are responsible for.
- Use the 'broken record' technique and keep control in a firm and friendly manner.
- Use the Playground and Lunchtime Rules effectively and promote the rewards the pupils can gain by behaving well.
- Give clear instructions, particularly about moving around the school and lining up.
- Keep a log of any disruptive or concerning behaviour in the classroom logbooks.
- When you need to isolate a pupil, place them in the designated area for a limited time.
- Inform the pupils clearly as to the reason they are in the exclusion area.



A centre of learning and opportunity