



Corringham Primary School

(Including: Corringham Primary Pre-School and Speech and Language Enhanced Provision)

Positive Behaviour Policy

2017/2018

Developed:	Summer 2014
Reviewed:	Autumn 2015
Adopted:	Autumn 2015
Next review:	Autumn 2018

POSITIVE BEHAVIOUR POLICY

Aims:

Statement of Principles

At Corringham Primary School our Governors and Leaders of the school want to create and foster a safe, calm environment where everyone feels secure and respected. We want a working environment which encourages pupils and staff to give their best both inside and outside of the school.

This Policy for Positive Behaviour provides a framework in order to support our pupils and staff to establish and maintain good relationships in an atmosphere of encouragement, praise and rewards linked to our school rules. Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.

This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of the school. All staff working with children will be involved in contributing to this policy and its review.

All members of the school community are asked to respect each other.

- Everyone should have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect their own and other people's property and to take care of books and equipment
- Everyone should be considerate to others when moving around the school by walking carefully and quietly
- Children should wear the correct school uniform (the Pre-School children do not have to wear a uniform but can if parents choose)
- Physical violence is not acceptable, neither is retaliation. Serious incidents may lead to exclusion
- Abusive, racist or homophobic language will not be tolerated in the school.
- Everyone is expected to be punctual and attend to the best of their ability.
- Children must not bring disallowed items to the school:
 - sharp or dangerous objects
 - toys or expensive personal belongings (unless given permission by the school)
 - money (unless given permission by the school e.g. KS2 Tuck Shop).

This code of conduct has been formulated for the safety and well-being of the children in our school.

PARTNERSHIP WITH PARENTS

Our Positive Behaviour Policy will be strengthened by and through the relationships with our parents.

Our strategies to develop this include:

- Regular informal contact with teachers who are always accessible to parents after school
- Good communication channels including weekly newsletters, text updates and website
- Parents Evenings
- Termly achievement and attainment reports
- A programme of open days, productions and PTA fund raising events
- An induction programme for children entering Pre-School, Reception and Mid year to any year group
- Transition events for the whole school including Year 6 to Year 7
- A leaflet for new parents which outlines the school's behaviour policy and explains the parents' role in this
- Welcoming parents into the classroom, to offer support with reading, for example:
 - Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- A clear policy for children with special needs which involves parents (see Special Needs Policy)
- A procedure for the monitoring of homework and parental support with reading, involving a homework book or record card which is signed by parents

CLASSROOM MANAGEMENT

Classroom management is key to promoting good behaviour. At Corringham Primary School we expect all classrooms to have:

- A positive classroom tone
- Clear classroom rules displayed which have been agreed by the teacher and the class
- Clear expectations about learning and learning which is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day
- A well-planned environment so that children can move easily, can find resources, etc

- A time out area for children to 'cool down'
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained –this is to be found in the classroom file
- Strategic seating arrangements for children when working on the carpet or at a table
- The Golden Rules clearly displayed

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly. This links to our aim to have 80%/20% split of positivity.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

New day – new start!

It is important to us that every day is a new day, a new chance to do well. All children know that they have another opportunity to make good choices, the following day.

Children

Rights:

- Expect to feel safe
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by adults in the school
- To know what is expected
- To be praised and treated fairly
- To gain self-esteem and confidence
- To experience progress and achievement
- To share learning with their family

Responsibilities inside and outside of school:

- To try their best every lesson, every day
- To care for and take pride in the environment of their school
- To support and encourage each other
- To treat others with respect and consideration
- To follow the school rules
- To take responsibility for their own actions
- To sort out difficulties seeking appropriate adult help if needed
- To accept that making mistakes and reflecting upon the experience, is a key part of new learning.

Staff and Governors

Rights:

- To feel safe
- To be treated with respect by pupils, parents and colleagues
- To work in a supportive and understanding environment

Responsibilities:

- To create a safe environment
- To celebrate and praise children's achievements
- To provide learning opportunities which will engage all children
- To take a preventative approach to behaviour management and plan in responsibilities for all children
- To have high aspirations for all children
- To treat pupils with consistency and respect at all times
- To foster good relationships, leading by example
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour
- To work as a team, supporting and encouraging each other

Parents**Rights:**

- To know their children are safe
- To be sure their children are treated fairly and with respect
- To be able to raise concerns with staff and be informed with regard to their child's progress

Responsibilities:

- Every day - bring my child to the school on time ready to try their best
- Promote good behaviour, politeness, courtesy and consideration for others
- Discuss your concerns in the school with the appropriate member of staff - not on the playground
- Inform the school of any concerns that may affect the behaviour of their child
- Celebrate and praise their child's achievements
- Respond and support the school when contacted about their child's behaviour
- Support their child in following the school's policies for homework and behaviour

GOLDEN RULES

In assemblies, the Headteacher and school leaders will discuss the rights and responsibilities with the children, and staff will remind children of these whenever required. With constant reminders and positive reinforcement our children will be more successful in meeting our behaviour expectations.

Golden Rules

The aim of the Golden Rules is to ensure all children understand what is expected of them, inside and outside of the school and to give them a visual reminder of what they can do to make Corringham Primary School a happy, safe and positive place to learn.

The Golden Rules will be displayed in all classrooms and learning spaces. Should inappropriate behaviour occur, the code can be used as a 'discussion point' between staff and child.



Individual classes have their own system of incentives and rewards. Staff will ensure that positive behaviour is acknowledged more often than negative behaviour. The school has a range of strategies and resources to promote good behaviour.

Verbal praise:

Will be evident in every lesson in the school. When children show perseverance in their learning, overcome a challenge, show initiative and autonomy in home or school learning; then they may be rewarded with house points and stickers. House points and stickers may also be awarded for pupils who show excellent collaborative skills or acts of citizenship.

Each week in the Friday praise assembly, two children will be selected by the class teacher for an outstanding aspect in school life linked to our core values.

Praise note/ Postcard home

For any child who is showing outstanding commitment to their learning or meeting a personal target – they will bring home a hand-written praise note from their class teacher or teaching assistant. If a child demonstrates outstanding progress in their learning as an individual or in a group then they may be selected to share their learning with a member of the leadership team and a postcard home will be sent to share the child's achievements with the parents or carers.

Sanctions

Our school prides itself on the excellent behaviour and learning behaviours of our children. However during a child's life cycle in the school there will be occasions when a child will make poor choices in their behaviour and actions. As a school we will always treat a child as an individual and sanctions will be fair and consistent. The aim of any sanction is to allow a child to make the right choice and return to the excellent behaviour we expect.

Learning zone – all children start the day on a positive and the aim is to stay there – for children who move to level 1, 2 or 3 they can move backwards towards the safe zone if they improve their behaviour. They have the option therefore to change and end the day positively.

Level 1 - a warning - time out if needed in class

Level 2 - time out in a parallel class

Level 3 - time out of break

Level one – warning;

A child may be moved onto level 1 for low level disruptive behaviour – this may include;

- Talking in class
- Making silly noises
- Not listening
- Inappropriately calling out
- Disrupting the learning of others
- Refusing to work
- Not lining up appropriately
- Arguing with peers/adults

Level 2 – Persistent low level behaviour

If a child is persistently disruptive in class that child should be taken to the 'paired' class for 'time out' for a period of ten minutes or a 'safe place'. It is better to remove a child sooner than allow a situation to escalate. The attention of an audience will often prolong the incident.

Teachers should fill in a Behaviour Slip to be given to the Pastoral/Inclusion lead at the end of the day. As part of our monitoring strategy, the Behaviour Slips will be looked at to identify trends, patterns or persistent offenders. The Pastoral/Inclusion lead will contact parents should there be frequent incidents involving individuals. Parental support is greatly valued and staff should always recognise the positive behaviour and inform parents, as well as notifying them of the negative behaviour. The Pastoral/Inclusion lead will feed back to SLT the number of level 2 occurrences on a fortnightly basis.

When the child returns he/she should be made to feel welcome and encouraged to move back towards the learning zone by acting appropriately and following the Golden Rules.

Level 3 – time out of break

If a child's poor behaviour escalates then they will move to level 3. This may be because they;

- Continually disturb teaching and learning
- Use inappropriate language or display a poor attitude
- Repeat the behaviours described in level 1

Time out at break time or lunch time will be ten minutes for KS1 and ten minutes for KS2 pupils. Children will sit or stand in the playground at an appropriate point, but will not be allowed to join their peers until the ten minutes is finished. If it is wet play then the child will be asked to sit in an appropriate place in the classroom. All children will be given the opportunity to visit the toilet and have a drink during level 3 time out.

Level 4 – highly inappropriate behaviour

Despite the system of sanctions and rewards there will always be those children who act in challenging, aggressive and violent ways. The following offers guidance in dealing with these children:

- The red card should be used to contact a member of the pastoral team in the first instance or a member of SLT
- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve
- Wherever possible, it is advisable to have a second adult present in any confrontational situation
- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour
- Record on a level 4 log the details of the incidents and if necessary talk to other children/adults

The level 4 log should be discussed with a member of SLT - and the appropriate action will then be taken. This may be a telephone call to the parents with the child present. An internal or external exclusion may be appropriate or a meeting with the parents to discuss the behaviour.

Any child receiving 3 or more level 4 logs in any half-term will have a meeting called between the parents, the Headteacher or Deputy Headteacher and the Pastoral/Inclusion lead.

Playtime and Lunchtime provision:

At Corringham Primary, we expect our children to have high standards of behaviour during the breaks from learning. At morning and afternoon break times, the play areas are staffed with class teachers and learning support assistants. At lunchtimes the play areas are staffed with learning support assistants as well as the Pastoral team.

While supervising, LSA's play with the children in the playground. In the KS2 play area, each Midday is designated a zone to supervise and are assisted in the playground by Play Leaders and playground buddies (Year 6 students), who have undergone play leadership training. They will wear coloured tabards so that they are easily identifiable. The playgrounds are 'zoned' into different areas to facilitate a calmer atmosphere.

LSA's are expected to use positive reinforcement and avoid negative language when speaking to the children i.e. 'I really like the way...', 'I'm impressed by your...'. If there are any instances of inappropriate behaviour during lunch, LSA's will record the incident in the playtime behaviour book, which is monitored weekly by the Pastoral team, in order to identify any children who may need further support with behaviour choices. If a child appears three times or more in the behaviour book over a week, a parental meeting will be arranged by the Pastoral lead.

LSA's will be able to give out praise stickers linked to acts of positive behaviour, kindness and citizenship – this sticker can be transferred as a house point at the end of lunchtime, when children return to their classroom.

The School's Pastoral team support LSA's in the playgrounds during lunch and playtimes to help facilitate a calm, enjoyable atmosphere and a smooth transition between the classroom and the playground. A supervised time out area is provided for children who may be experiencing difficulties in the playground. A period of ten minutes time out will be given by any adult on duty for level 1 behaviours.

Level 2 behaviour

LSA's will have the options of various sanctions for level 2 behaviours. These will include;

- a longer period of time out
- to assist in the dining hall
- to assist in the dining hall with cleaning duties
- to be referred to a member of the pastoral/senior leadership team

Exceptions – Personalised Behaviour Plans

For children whose needs cannot be met by the behaviour system: Intervention strategies and specialist support may be introduced.

A variety of support may be used where a pupil displays challenging inappropriate behaviour.

This includes:

- A Behaviour Report Card may be implemented (Appendix 1) this can be used by the class teacher who may choose to involve a senior member of staff to monitor. The Headteacher or Deputy Headteacher will need to see the report at the end of the week and comment on it.
- A PSP (Pastoral Support Plan) may be written. This is a support plan to encourage the child to choose more appropriate behaviour choices linked to personal targets, which are agreed by the class teacher, parents, child and pastoral lead.
- A member of the Inclusion/Pastoral team may work with a child who has Anger Management issues or other such behavioural issues causing a barrier to learning. She/he will liaise closely with parents.

Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use exclusions to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

Internal Exclusion

This is within the school and means removing a child from their class to another class, a senior member of staff or the Pastoral team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident.

A Fixed Term Exclusion

This is considerably more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made. A re-integration meeting with the Headteacher will be held with the child and Parent/ Carer before the pupil returns to the school. The purpose of the meeting is to work in partnership with the school and Families, in order to assist the pupil with their improvement. Specific behavioural targets will be set for the pupil and agreed with the Parent/ Carer.

The Headteacher will exclude a child for the following reasons:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place

- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child/ren
- Theft
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DCSF regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Parents will be informed in writing about the behaviours relating to and the decision regarding to any exclusion. Work will be provided for the child to complete at home for the period of the exclusion.

The Governors will review promptly all permanent exclusions from the academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in a term. The Governors will review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a term where a parent has expressed a wish to make representations.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

School trips

If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

CORRINGHAM PRIMARY PRE-SCHOOL - Specific

We believe children flourish best when their personal, social and emotional needs are being met. Where there are clear and developmentally appropriate expectations for their behaviour.

Children are learning to consider the views and feelings, needs and rights, of others and the impact their behaviour has on people, places and objects. This requires support, encouragement, teaching and positive role models.

- 'Golden Rules' that illustrate the positive behaviour which is expected from the children; these are displayed visually with the use of photographs to support younger children's understanding.
- Giving children praise for their positive behaviour and encouraging children to also praise each other.
- Building children's self-esteem, and encouraging them to behave responsibly and develop independent skills
- Developing routines to ensure children have consistency and understand boundaries.

Age/ Stage Developments Strategies

When young children, or those with additional needs, behave in ways that don't reflect 'good' behaviour we recognise that strategies for supporting them will need to be appropriate to the age/ stage of their development.

- We recognise very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff members are calm and patient in these situations, offering comfort and helping children to manage their feelings.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause and where necessary, we develop a behaviour plan with the parents/ carers to ensure the appropriate support is given.

Rough and tumble play and fantasy aggression

Young children often engage in play which is often influenced by their siblings, television or culture – such as superhero and weapon play. We recognise rough and tumble play is normal for young children and acceptable within limits.

- We will agree guidelines with the children to ensure the play remains within acceptable boundaries, to ensure children are not hurt.
- We recognise fantasy play also offers opportunities for us to explore concepts of right and wrong with themes which involve 'goodies and baddies'.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

- We recognise young children behave in hurtful ways towards others because they have not yet developed the skills to manage intense feelings for themselves.

- We will help them manage these feelings by offering support, calming the child who is angry; this may involve holding and cuddling them, with their permission.
- We will then offer them an explanation and discuss the incident with them at their level of understanding.
- We support young children in helping them understanding the range of feelings they experience, understanding the feelings of others and in resolving conflict.
- We are aware the same problems may happen over and over before skills such as sharing and turn-taking develop. In order for this to occur, children will need repeated experiences with problem-solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents/ carers to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs;
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.