



POLICY NAME: Promoting positive behaviour and discipline policy

<b><u>Purpose:</u></b>	Guide to school ethos, policy and practice to promote positive behaviour
<b>Statutory:</b>	<input type="checkbox"/> YES
<b>Status:</b>	<input type="checkbox"/> Approved
<b>Date Approved:</b>	Feb 2019
<b>Date of Next Review:</b>	Feb 2021
<b>Frequency of Review:</b>	<input type="checkbox"/> Bi-annual <a href="#">Details:</a>
<b>Approving Authority:</b>	<input type="checkbox"/> FGB
<b>Cross references/ related policies:</b>	<ul style="list-style-type: none"> <li>• Anti-Bullying Policy</li> <li>• Use of Physical Restraint Policy for staff</li> <li>• Peach Incident Behaviour Form</li> <li>• Yellow Parent Interview Form</li> <li>• Red Racist/ Homophobic Incident Report Form</li> <li>• Governors' Statement of Behaviour Principles (Appendix 2)</li> <li>• Exclusion from Maintained Schools, Academies and Pupil Referral Units in England</li> <li>• Home School Agreement</li> <li>• Physical intervention with Pupils Guidance</li> <li>• Use of Reasonable Force Guidance</li> <li>• Appropriate Touch Policy</li> <li>• Searching Screening and Confiscation Advice for Headteachers and Governors</li> <li>• Safeguarding Children and Child Protection Policy</li> <li>• Dealing with Allegations Against Teachers and Other Staff Guidance</li> <li>• Upper School Playground Risk Assessment</li> <li>• Lower School Playground Risk Assessment</li> <li>• A Guide for members of staff on playground / lunch duty</li> </ul>
<b><u>Audience:</u></b>	All staff, external suppliers, parents/carers
<b><u>Summary of Contents:</u></b>	
<b><u>Impact Statement:</u></b>	<p>Consider asking:</p> <ul style="list-style-type: none"> <li>• Is implementation going as planned?</li> <li>• Is the policy making a difference?</li> <li>• What impact is the policy having on improving standards?</li> <li>• What are the strengths and weaknesses of the policy?</li> <li>• What more is being done, or needs to be done?</li> </ul>

**Recommendations  
for Amendments:**



## THE VINEYARD SCHOOL

### Promoting Positive Behaviour and Discipline

Date: December 2018

Person Responsible: Ruth Whymark

Values	Our expectations – what this will look like
AMBITIOUS	<ul style="list-style-type: none"><li>• Everyone working hard</li></ul>
SELF-AWARE	<ul style="list-style-type: none"><li>• Recognise what we need to do in order to improve</li></ul>
PERSEVERE	<ul style="list-style-type: none"><li>• Keep trying, even when things are hard</li></ul>
INCLUSION	<ul style="list-style-type: none"><li>• We recognise and celebrate our similarities and differences</li></ul>
RESPECT	<ul style="list-style-type: none"><li>• Treating others and our environment with kindness and care</li></ul>
EMPOWERING	<ul style="list-style-type: none"><li>• Working together helps everyone to learn more</li></ul>

**RATIONALE** -A guide to school ethos, policy and practice

#### LEARNING ENVIRONMENT TO REINFORCE AND DEVELOP POSITIVE BEHAVIOUR

We aspire to create a positive environment for learning where children achieve; feel included and valued; feel happy and secure; where they experience and develop high self-esteem and confidence in their own abilities. This policy follows and links with The Vineyard's anti-bullying and use of physical restraint policies to establish, maintain and reinforce positive behaviour. **All members of the school community** will learn and be reminded of our 'Vineyard Values' in every aspect of school life including the way in which we behave towards one another. At The Vineyard we aim to establish a culture and ethos for the school community which mirrors the 'BASICS' model outlined below.

#### 1. BELONGING

Pupils need to feel approved of and respected, especially in significant relationships (school staff and peers). Pupils need to feel that they belong to the class and the school. When this happens, they feel recognised and acknowledged and experience trust, loyalty and consistency. Pupils are encouraged to feel a sense of 'ownership' of the school's values and of their class 'Code of Behaviour' in order to engender the feeling of belonging and participation. Pupils are encouraged to be involved in school decision making and the school offers a number of opportunities for pupils to make choices (clubs after school, lunchtime reading and drawing, participation in school council).

#### 2. ASPIRATIONS

Aspirations provide motivation and a feeling of purpose. Learners with aspirations can be helped to set realistic and achievable goals. Establishing the class, group and individual learning goals will help towards creating aspirations for the learner. At The Vineyard, we provide a curriculum that is appropriate for each child.

#### 3. SAFETY

A feeling of safety or security involves a strong sense of certainty, feeling comfortable and safe within the class. Ground rules and expectations are well-known and accepted. Pupils who feel safe can take risks and meet the challenges that learning brings. A safe classroom has clear practices, understood roles, code of behaviour and responsibilities. Basic comfort needs are also met. Noise levels are kept low throughout the school so that staff are able to talk with the pupils in a calm manner. Staff may, on a few occasions, have to raise their voices, but 'shouting' is unacceptable.

#### 4. IDENTITY

A strong sense of identity means that the learner knows their own strengths and weaknesses, values and beliefs. They have an 'inner strength' which helps them through challenging learning situations and are much less likely to 'give up'. In fact, they welcome challenges and are more able to problem solve. Their strong sense of identity comes about as a result of feeling valued as an individual.

## **5. CHALLENGE**

Pupils are provided with appropriately challenging work in order to progress. Our 'Learning and teaching Policy' is followed to ensure consistent practice and challenge. Pupils are set realistic, yet challenging, targets. These ensure that, as targets are achieved, pupils are aware of their progress. Achieving challenging goals and tasks helps the learner develop and feel positive about their future potential. It establishes a feeling of accomplishment. It encourages an awareness of own strengths and the pupil is then better placed to put any limitations in context.

## **6. SUCCESS**

Regular affirmation of success, however large or small, reinforces the belief that the learner has control over their own learning. Research has shown that, in order to maintain a successful learning environment, ideally there should be three positive 'actions/statements' in favour of one 'negative'. Staff are role models, positively reinforcing and valuing pupils and other adults as individuals by recognising and praising achievement, being polite, respectful and sensitive to other people's feelings. 'Catching pupils being good' reinforces good behaviour. Attention to unexpected behaviours can result in continued unwanted behaviours therefore expected behaviours and good effort are rewarded in our weekly Achievement Assembly, through praise and other rewards.

### **Feedback, Praise and Rewards**

We aspire to be a school where children are intrinsically disciplined and motivated. Research shows that extrinsic rewards such as stickers encourage a 'Fixed Mindset' and superficial learning and discourage children from being adventurous in their learning and developing a 'Growth Mindset' with high expectations of themselves. The giving of rewards raises the difficulty of selecting pupils in a fair and meaningful way.

At The Vineyard, we organise rewards and feedback:

- to promote a 'Growth Mindset' and a 'can do' attitude towards learning.
- to praise for effort and the learning strategies used rather than ability.
- to focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience.
- to value positive behaviours such as consideration for others, honesty, empathy.

Children are encouraged to share with parents, peers, the class or the school, positive behaviours, things they were pleased with or enjoyed and things they learnt or challenged them. This may happen in the following ways:

- throughout the lesson.
- at the end of a learning experience or at set times of the week.
- in Achievement Assemblies and the newsletter.
- to parents through prompt systems e.g. quick memos, appropriate stickers such as 'Ask me about what I did well today', learning postcards or verbal comments at the end of day.

Children are encouraged to reflect on and talk at home about what they have been learning rather than what they have been doing and they rehearse this in school. There are frequent opportunities in school to reflect on positive behaviours.

Throughout The Vineyard, we use our 'House Point' system (through Class Dojo app) as the primary reward mechanism to reflect the school ethos and promote a 'Growth Mindset' and emotional well-being. These are given spontaneously not as an incentive.

Other reward mechanisms used at The Vineyard include the following items:

- Golden Time: 25 minutes each week for a carousel of free choice activities or a whole class treat. This session is planned, structured and part of a class behaviour strategy.
- 'Golden Time' is gained not lost.
- Verbal feedback and quick notes.
- Learning partner feedback and 'hello – goodbye' sessions.
- Praise sessions – children take turns to praise each other.
- Feedback related to positive behaviour and Class Code of Behaviour.

- Prompts to parents or appropriate stickers (see above).
- Sharing positive aspects with peers, staff and Headteacher.
- Informing parents, extra responsibilities and displaying work.

The use of Class Dojo avoids highlighting pupils who **have not** gained House points as this conflicts with promoting emotional well-being. To find out more about developing a 'Growth Mindset' and supporting children to maximise their potential, there are various websites including [www.mindsetonline.com](http://www.mindsetonline.com).

## **ROLES AND RESPONSIBILITIES FOR PROMOTING POSITIVE BEHAVIOUR AND DISCIPLINE**

### **Our Community**

All members of our community have a responsibility for promoting behaviour and upholding the 'Vineyard Values'.

### **All Staff**

Staff have a responsibility for promoting positive behaviour on and off the school site. This includes external school visits, residentials and sporting events.

Whilst every effort is made to promote and maintain the positive ethos already described, in the event of unexpected or unwanted behaviour, **all staff may** use one or more of the following pre-emptive strategies.

#### ***Pre-emptive reminders***

1. *Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause*
2. *Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'*
3. *Named: 'David, we listen so we can learn. Thank you.'*

### **Teachers**

Teachers have direct responsibility for the behaviour management within their class and on the school premises.

Class teachers ensure that rules, rewards and sanction procedures are agreed and understood at the beginning of each year by all the children in the class. This will be done in the form of a 'contract' or agreement with the children involved. Alongside staff, the pupils have a right to contribute to this process and also a responsibility to abide by the agreed class contract. Class teachers have direct responsibility for their class and displaying the 'Vineyard Values', class 'Code of Behaviour', rewards and sanctions.

### **Teaching and Learning Support Assistants, other support staff and admin staff**

Teaching and Learning Support Assistants (TLSAs), alongside other support staff, and administrative staff, should fully implement the school behaviour policy. It is expected that all support staff will apply positive behaviour management with children and challenge unexpected and unwanted behaviours whenever necessary within the whole school environment. For consistency in our classrooms, TLSAs must discuss with the class teacher or Director of Learning where appropriate, the agreed class 'Code of Behaviour' and expectations and any incidents of unexpected and unwanted behaviour.

### **Directors of Learning**

Directors of Learning have a responsibility to support staff in managing behaviour and to create a positive and effective learning environment. The role encompasses the following items:

- encouraging a positive attitude to school;
- encouraging expected behaviours and co-operative attitudes through assemblies;
- discussing pupils' difficulties with the class teachers and suggest strategies for support;
- reinforcing the outlined behaviour management strategies;
- managing incident recording in the classroom via the forms system. Class teachers and Director of Learning will contact parents when appropriate.

### **Inclusion Team**

It is the responsibility of the Inclusion Team to monitor children with Special Educational Needs (SEND) including emotional and behavioural difficulties. They will provide support and encouragement for colleagues by carrying out the following:

- providing help and guidance regarding the suitability of work for pupils with learning difficulties;
- monitoring Individual Education Plans (IEPs);

- helping with devising specific behaviour management plans for those pupils that may require physical restraint as part of the plan. This should be done in consultation with parents (see Physical Restraint guidelines);
- helping to set up behaviour targets;
- helping to collect data;
- organising SEN reviews;
- liaising with support agencies;
- attending meetings and liaising with parents when required;
- regular contact and providing support for children experiencing emotional and behavioural difficulties.

### **Headteacher**

The Headteacher has the responsibility for implementation of the School Behaviour Policy and to ensure consistency throughout the school through the following areas:

- supporting all staff with behavioural issues;
- contacting and/or meeting parents regarding serious behavioural issues;
- making decisions regarding temporary and permanent exclusions and informing governors as appropriate.

### **Governors**

Governors have a responsibility to support the aims of the Behaviour Policy. In addition, they offer support to the Headteacher in implementing the Behaviour Policy and carry out their statutory responsibilities with regard to behaviour issues.

### **Parents and Carers**

Parents and carers are asked to support the school by signing the Home School Agreement and are often asked to volunteer. They have a responsibility to support the school in the following areas:

- endorse the aims of the Promoting Positive Behaviour and Discipline Policy.
- work in partnership with the school to reinforce expectations regarding good behaviour.
- attend meetings when requested to discuss behavioural concerns.
- contact the school if they have any concerns regarding their child's or any other child's behaviour.

### **'Out of Hours' Care and extra curricula club providers**

Providers have a responsibility to familiarise themselves with the policy and its approaches. We would expect all outside providers to be fully aligned with our 'Vineyard Values', expectations and ethos regarding promoting positive behaviour and high expectations.

### **Pupils**

Pupils at The Vineyard are always asked to make the right decision. Pupils are given responsibility to act in a conscientious, responsible, kind and friendly way. 'Peer Mediators', 'Playtime Pals' and our School Council are all vehicles for encouraging responsibility, good decision-making and good behaviour around the school.

### **Sanctions**

Consequences are applied in a non-threatening way and explained e.g. 'I am going to send you to another class so the class can concentrate on their learning' or 'To keep other children safe you will stay inside at break times this week'. They are selected to be appropriate to the child e.g. picking-up litter is a way to make amends.

### **Pupil Incident Forms**

Children complete an incident report form when an incident occurs. They may be writing as a bystander or an active participant. Children can also record in drawings and staff record verbal accounts. The incident reports use the restorative questions. They are important because they do the following:

- enable an immediate response to all participants.
- provide a calming down time.
- record information from different view points.
- give children an opportunity for reflection and time to sort out their ideas.

### **Incident Behaviour Form**

- Behaviour incidents are logged on an 'Incident Behaviour Form'.
- All staff, teachers, TAs, Midday Supervisors and support staff can provide information.
- Classroom Behaviour Logs are kept for children causing specific, ongoing concern.

When children persistently make poor choices, the consequences will be as follows:

Poor behaviour	Consequences may include
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Choosing to disrupt learning (calling out, unfocused)</li> <li>• Choosing to move unsafely or noisily around school</li> <li>• Choosing to disrespect property</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-emptive reminder - verbal or non-verbal</li> <li>• Time-out in own classroom, thinking time (with a sand timer)</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• No improvement from Level 1</li> <li>• Choosing to be unkind/name-calling</li> <li>• Choosing to be careless with property</li> <li>• Disrespectful behaviour towards any adult (eg: answering-back, eye-rolling, tutting, huffing)</li> <li>• Refusal to follow an adult-instruction</li> <li>• Choosing not to follow playground rules</li> <li>• Choosing not to complete appropriate work in class</li> <li>• Choosing to disregard uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>• Time-out in adjacent classroom – take 5-minute timer in peer classroom</li> <li>• Parents may be informed by Class Teacher</li> <li>• miss 5-minutes of playtime (KS1 outside, with an adult), reflecting on behaviour</li> <li>• Parents may be requested to repair/replace equipment</li> <li>• Letter of apology</li> <li>• Unfinished work to be completed in playtime, or sent home</li> <li>• Fill out a pupil incident form</li> </ul>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• No improvement from Level 2</li> <li>• Choosing unsafe behaviours in school (affecting me)</li> <li>• Choosing unsafe behaviours in school (affecting others)</li> <li>• Choosing to damage school property</li> </ul>	<ul style="list-style-type: none"> <li>• Spend extended period of time in DoL's class (with work/reflection tool)</li> <li>• Possible exclusion from other activities</li> <li>• Meeting with parents, Class Teacher and DoL</li> <li>• Fill out a pupil incident form</li> </ul>
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• No improvement from Level 3</li> <li>• Choosing to hurt</li> <li>• Threatening to hurt</li> <li>• Swearing</li> <li>• Stealing</li> <li>• Spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Time to think, away from peers</li> <li>• Playtime exclusions (including lunchtimes)</li> <li>• Behaviour Incident Form to be completed</li> <li>• Class teacher and DoL to involve Headship team in meeting with parent</li> <li>• Possible internal exclusion</li> <li>• Fill out a pupil incident form</li> </ul>
<p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>• No improvement from Level 4</li> <li>• Racist, homophobic and discriminatory behaviours</li> <li>• Targeted and persistent unkindness towards another child</li> <li>• Hurting or threatening to hurt an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Serious Incident form to be completed</li> <li>• Internal or fixed-term exclusion</li> <li>• Statutory report to LEA and Governors</li> <li>• Contacting parents</li> <li>• Outside agencies and professionals to be involved, including Police</li> <li>• Managed-move to a different class</li> <li>• Fill out a pupil incident form</li> </ul>
<p><b>Level 6</b></p> <ul style="list-style-type: none"> <li>• No improvement from Level 5</li> <li>• A serious incident in which a child hurts or injures another child or adult at school,</li> <li>• A serious incident in which a child does not comply with instructions which results in a situation in which</li> </ul>	<ul style="list-style-type: none"> <li>• A permanent exclusion would be likely to be made after a number of fixed term exclusions for serious breaches of our behaviour guidelines and in a situation in which these breaches are continuing.</li> <li>• In very serious and extreme cases of poor behaviour it could be possible to move straight to permanent exclusion</li> </ul>

<p>his/her safety is compromised/or the safety of others is compromised,</p> <ul style="list-style-type: none"> <li>• A serious incident in which a member of staff is verbally abused,</li> <li>• A child repeats a serious breach of our behaviour guidelines for which he/she has received previous sanctions (e.g. an internal / fixed exclusion),</li> <li>• An extremely serious breach of our behaviour guidelines.</li> </ul>	
---	--

## Appendix 1

### Guidelines for Exclusion

The Health and Safety of all members of the school community is of paramount importance. For extreme behaviour, demonstrated by any child, that endangers a child or a member of staff, a member of the Core Leadership Team will be called. Any incidents of this sort may result in a fixed or permanent exclusion. This decision will be taken by the Headteacher and will be based on the 'Guidance on Exclusion from Schools 2008' document which says "a decision to exclude a pupil should be taken only: a) in response to serious breaches of the school's behaviour policy b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school". Exclusions will be the only incidents included in a child's record.

**Internal Exclusion:** At The Vineyard, we will always aim to avoid external ('fixed' and permanent) exclusions if at all possible. In most cases a serious breach of our behaviour guidelines will sustain an 'internal exclusion' (ie a child will complete his/her work in another class, rather than his/her own for half or whole day – he/she will also miss playtimes during the day).

**External Exclusion:** It is not always possible to identify all triggers for temporary or permanent exclusion as each situation will have its own particular set of circumstances. However, the following guidelines are written to offer some guidance.

Fixed term exclusion will be considered under the following circumstances:

- A serious incident in which a child hurts or injures another child or adult at school,
- A serious incident in which a child does not comply with instructions which results in a situation in which his/her safety is compromised/or the safety of others is compromised,
- A serious incident in which a member of staff is verbally abused,
- A child repeats a serious breach of our behaviour guidelines for which he/she has received previous sanctions (eg an internal exclusion),
- An extremely serious breach of our behaviour guidelines.

Following a fixed term exclusion, the child and parents will have a 'reintegration' interview with one of the headship team to establish the way forward and the strategies all will endeavour to put in place to avoid a further exclusion.

#### Permanent Exclusion.

The Headteacher will implement a permanent exclusion only in extreme cases of a breach of our behaviour guidelines and after seeking advice from Richmond's exclusions officer and Richmond's Virtual Behaviour Service.

A permanent exclusion would be likely to be made after a number of fixed term exclusions for serious breaches of our behaviour guidelines and in a situation in which these breaches are continuing.

The Headteacher would contact Chair of Governors about both fixed term and permanent exclusions.

## Appendix 2

### Restorative Approaches

#### The Vineyard School uses 'Restorative Approaches'.

Restorative Approaches enable young people to develop stronger intrinsic discipline and self-regulation as well as offering effective responses to conflicts and inappropriate behaviour. Restorative approaches have a proven track record for success in promoting and creating positive behaviour and supporting children's well-being and are recommended practice.

### Restorative Approaches

- Make, maintain and repair positive relationships
- Build on a school culture of mutual respect, empowerment, collaboration, openness, trust, empathy, valuing others and being non – judgemental
- Set high, clear boundaries based on values alongside support and nurture
- Are interlinked and consistent with the School's approach to learning and teaching and being a Rights Respecting community
- Provide a set of tools / responses to day to day events and challenges and a process for resolving more serious conflicts and issues

#### Restorative Approaches to incidents / situations / events / conflicts are underpinned by five key themes

**1. Everyone has a different perspective on any given issue or issue.**

RA: Allow everyone to express how they personally experienced what happened

**2. Our thoughts influence our emotions and emotions influence our actions**

RA: Invite participants to express how they were / are thinking and feeling

**3. Our actions can impact negatively on others and cause harm.**

This harm needs to be repaired. RA: Ask participants to consider who has been or is being harmed / affected by the situation / event and how. Encourage accountability and responsibility.

**4. In the event of harm everyone will have similar needs**

RA: Invite participants in turn to consider what they need now to repair harm / solve the problem, to feel better and to move on.

**5. Those harmed / affected need to find a way forward for themselves**

RA: Ask each in turn to consider how each of the needs expressed can be met, what support they might need to do this, how they will do things differently in the future.

### Questioning sequence

**1. What happened?**

**2. What were you thinking? And how were you feeling?**

**3. Who has been affected by this?**

**4. What do you need now to move on?**

**5. What needs to happen now so the harm can be repaired?**

This process can be used in different ways to resolve difficulties:

- as a quick conversation between two children or an adult and child lasting a only few minutes to agree a solution – a restorative conversation
- as a dialogue between an adult and two children to sort out an issue - mediation
- as a much longer discussion involving a larger group – a conference. Children need to rehearse restorative practices and language and see them modelled by others. Parents can use them at home and support the children to develop language to describe how they think and feel.

### Circle / Discussion Time Activities

Each class has a timetabled slot for circle / discussion time activities

Regular circle / discussion time activities:

- develop a sense of belonging and connectedness with others in the class
- encourage shared responsibility for each others' needs
- create opportunities for active participation in decision making
- build self esteem, communication, collaboration and co-operation
- raise awareness of the impact of every individual's behaviour
- give a forum for ideas and concerns

For more information: [www.transformingconflict.org](http://www.transformingconflict.org) and select Restorative Approaches and Practices from the menu

### **Appendix 3**

#### **Anti-Bullying Practices and Procedures**

##### **The school has in place:**

- A Rights Respecting and Values ethos
- Anti-Bullying and Equalities policies reviewed annually by staff and governors
- Restorative Approaches
- A school advice leaflet given to all new children and parents
- A School Improvement Team, an Anti-bullying Forum and identified lead persons
- Pupil voice groups such as the School Council
- A Care Team who monitor and support vulnerable pupils
- An annual programme of events
- Processes for feedback and consultation
- A range of strategies to be proactive in preventing bullying and responding to incidents

##### **These include:**

- Each class takes part in a sequence of lessons in the Autumn term to raise awareness and develop an understanding of issues. This incorporates aspects such as what to do if you are a bystander and how to be assertive
  - The school actively engages in anti-bullying week in November
- Class Charters, weekly circle / class discussion times
- Listening boxes in classes and corridors
- Class emotions and feelings boards, class 'What to do when....' activities
- Theatre workshops
- Posters displayed around the school
- School Council projects
- Yr 6 children trained as Peer mediators and Yr 2 as Playground pals
- Close monitoring at lunchtimes
- Programmes to support vulnerable children
- Restorative approaches which support victims and perpetrators
- Counselling and coaching for children who harm others and those who are harmed

The school responds quickly to any reported incidents and these are logged.

Families are involved and restorative approaches and other interventions as appropriate are used to support all parties. Children are closely monitored and follow up support provided. We encourage the children to tell us about anything that happens straight away and always appreciate parents coming in when their children are worried about something so we can respond promptly.

The school has in place a range of provisions to be proactive in promoting quality play, children's well-being and positive behaviour on the playground and at break times.

## Appendix 4 Additional Notes

### PRE-EMPTION BEFORE SANCTION

- The focus is on pupils who are behaving well and providing good role models
  - Music is frequently used to create mood / promote positive behaviour eg. tidy up music
  - Staff model the appropriate behaviour and language at all times
    - Low calm voices from the beginning
  - Line up – calm and quiet – 3 s's
  - Children always ready to learn – silent, looking at the teacher, 'hands-in-laps'
  - Brain and body in the group' – posters in class
  - Silent in assembly
  - All classes to have a line-order – practise for as long as it takes
  - Giving enough time for this to be successful (eg leaving classroom by 2.55 for 3.00 assemblies)
  - Managing your time and responsibilities effectively
  - Carpet-spaces
  - Clear toilet routines
  - Children on-task during lessons
  - Be sensitive to time on the carpet – build in plenty of walking/talking/brain-breaks/breaking up the session
  - Think about your physical position within the classroom
  - Encourage respect for all the equipment/resources in the classroom.
  - Insist on only 1-voice allowed in classroom (other than 'discussion-time')
  - Staff should be using assertive language relating to behaviour – 'Thankyou' rather than 'Please'
  - All staff should be 'on-duty' all the time. It is everyone's job to manage behaviour around the school.
  - Everyone should be taking pride in the way the school presents – display boards, shared-areas, cloakroom areas
  - First day of Spring Term – have a whole day embedding new behaviours in class
  - Relational attitudes between staff and children – we all 'aspire' to do well, regular and positive affirmation of success
  - All staff being role-models – politeness and respect
  - Well-organised lessons, inspiring and appropriately differentiated
  - All staff to ensure they read briefing and leadership notes, to ensure they know information about specific children
- 
- Teachers contact parents to discuss their concerns at an early stage.
  - Generally whole class / year group consequences are not appropriate but may be necessary eg cancellation of an activity.
  - In applying consequences children should realise that an adult is disapproving of the "action" not the child.
  - A member of staff may restrain a child when the child's actions may hurt their own person or others. If this is required then a triangle card is sent to the office immediately.
  - Staff receive 'Positive Touch' training to support them in situations where a child might require restraint. See Restrictive Physical Intervention Policy. Additional support for behaviour is provided through:
    - The schools 'Care Team' which meets regularly to monitor and organise support
    - The SENco and the Inclusion Team
    - Outside Agencies such as the Children and Adolescence Mental Health Service, the Educational Psychologist and the Behaviour Support Service Self Evaluation and Consultation
- The school annually:
- evaluates standards of Behaviour and Safety during the Spring term
  - consults and surveys staff, children, parents and governors

- reviews and amends policies and guidelines
- shares and discusses policy and guidance with the school community

The school's policy reflects the school culture and ethos, children's ideas and current, recommended approaches to promoting positive behaviour. Changes and amendments are made overtime and in response to evaluation processes.

### **Talking to children in potential conflict situations**

To be effective staff will:-

- Use a calm voice and body language
- Talk to children in a quiet place – not in front of class
- Make sure they have the child's attention
- Use the four stages of Corrective Language – see corrective language section
  1. State / describe the behaviour
  2. Remind them of the expectations
  3. Say / advise then what to do now
  4. Describe consequences and preferred futures
- Suggest alternative activities
- Be consistent and do what they say they will do

## Appendix 5

### Corrective Language Stem Sentences and Pupil Responses

Four stages of Corrective Language

1. State / describe the behaviour
2. Remind them of the expectations
3. Say / advise then what to do now
4. Describe consequences and preferred futures

<p><b>Stage 1 : Approach language / describe / state</b></p> <ul style="list-style-type: none"> <li>• You are...</li> <li>• I see ....</li> <li>• We are....</li> <li>• I am....</li> <li>• You have...</li> <li>• The .....</li> <li>• It is....</li> </ul>	<p><b>Responses may include - Confirmation and self correction or :</b></p> <ul style="list-style-type: none"> <li>• <i>Ignoring</i></li> <li>• <i>Secondary defensive behaviours</i></li> <li>• <i>Avoidance behaviours</i></li> <li>• <i>Distraction behaviours</i></li> <li>• <i>Low level verbal abuse</i></li> </ul>
<p><b>Stage 2 : Expectations and standard giving</b></p> <p>The expectation is....</p> <ul style="list-style-type: none"> <li>• That is....</li> <li>• In this lesson all children need to.....</li> <li>• In this class.....</li> <li>• At this school ....</li> <li>• When..... students must....</li> <li>• At home people can ....but at school...</li> </ul>	<p><b>Possible responses - Confirmation and self correction or :</b></p> <ul style="list-style-type: none"> <li>• <i>Explanations, persuasive statements</i></li> <li>• <i>Dismissive language</i></li> <li>• <i>Dismissive body language</i></li> <li>• <i>Attempts to involve others, inclusion</i></li> <li>• <i>Attempts to blame others, deflection</i></li> </ul>
<p><b>Stage 3 :Advice giving</b></p> <ul style="list-style-type: none"> <li>• You need to.....</li> <li>• You can either...or... (give 2 options that you want)</li> <li>• I can ....for you...if you.....</li> <li>• Now you should.....</li> </ul>	<p><b>Pupil responses may escalate</b></p> <ul style="list-style-type: none"> <li>• <i>Ignoring</i></li> <li>• <i>Verbal abuse</i></li> <li>• <i>Physical abuse of surroundings</i></li> </ul> <p><b>Stage 3 support</b></p> <ul style="list-style-type: none"> <li>• Repeat the advice statements</li> <li>• Describe the pupil response as you see it</li> <li>• Simple consequences and choices</li> </ul>
<p><b>Stage 4 : Consequences and preferred futures</b></p> <ul style="list-style-type: none"> <li>• Describe preferred future</li> <li>• Describe future scenarios</li> <li>• Re state advice and choices</li> </ul>	<p><b>If no positive response use restorative approaches and or other behaviour strategies / consequences</b></p>

## RELATED DOCUMENTS AND POLICIES

We have a number of documents and policies that support our Behaviour Management Policy and contribute to achieving positive behaviour, these are:

- Anti-Bullying Policy
- Use of Physical Restraint Policy for staff
- Peach Incident Behaviour Form
- Yellow Parent Interview Form
- Red Racist/ Homophobic Incident Report Form
- Governors' Statement of Behaviour Principles (Appendix 2)
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Home School Agreement
- Physical intervention with Pupils Guidance
- Use of Reasonable Force Guidance
- Appropriate Touch Policy
- Searching Screening and Confiscation Advice for Headteachers and Governors
- Safeguarding Children and Child Protection Policy
- Dealing with Allegations Against Teachers and Other Staff Guidance
- Upper School Playground Risk Assessment
- Lower School Playground Risk Assessment
- A Guide for members of staff on playground / lunch duty

All these documents are available on the *Policies and Procedures Drive* under *Behaviour Management*.



