



# Positive Behaviour Policy

**Date Agreed: March 2023**

**Review Date: September 2024**

## Introduction:

Our Positive Behaviour Policy is designed to ensure all pupils at The Avenue Primary School have the opportunity to learn, be successful and achieve. We are committed to creating an environment where exemplary behaviour is at the heart of our community in order that everyone is able to flourish and their well-being is promoted. We expect all members of our community to maintain the highest standards of work and behaviour and believe that good behaviour is essential for effective teaching and learning to take place. In our school community, everyone is expected to respect each other, to accept responsibility for their behaviour and to encourage others to do the same. As a school, we are fully inclusive and value diversity. We understand that some children need more support than others and are fully committed to providing this.

Everything we do at The Avenue Primary School is centred around our Core Values:



## Aims

At the Avenue Primary School, we aim to:

- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- Create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Ensure all children are ready for learning.
- Promote a shared approach to dealing with discipline issues in school by having clear procedures as set out in this policy
- Support well-being by understanding the knowledge underpinning the Thrive Approach and applying this to improve behaviour
- Ensure all adults use consistent language to promote positive behaviour

We understand and share the Thrive principles that:

- Behaviour communicates unmet needs and can separate the child/young person from their behaviour
- Each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours
- Some children have gaps in their emotional development and need to be supported at their stage rather than their age

- Containment, predictability and routine build a sense of safety in the emotional and physical environment
- By encouraging children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours
- We are the adults and the children/young people are still growing, learning and developing
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

### **Purpose of the Positive Behaviour Policy:**

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

- Foster the belief among staff and children that our behaviour choices do not define us but that we need to learn from our mistakes
- Encourage children to recognise that they can and should make positive choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour both as part of the curriculum and through positive intervention
- Recognises that where a child has gaps in their emotional development this can show in their behaviour.

### **All staff must:**

- Take time to welcome children at the start of the day and each session
- Take time to recognise and record positive behaviours and attitudes and reward success
- Try to catch children and young people doing the right thing and praise this
- Engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly
- Engage in the Behaviour Curriculum and ensure this is fully embedded in their daily practice
- Consistently pick up on children who are failing to meet expectations, use sanctions only as a form of appropriate, proportionate and positive intervention. Keep in mind that sanctions must be applied compassionately and in a fair and consistent way
- Keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved
- Seek both resolution and learning when dealing with incidents
- Identify children who are not meeting their emotional development milestones and discuss with the SENCO

**The Head teacher and The Senior Leadership Team must:**

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

**Members of staff who manage behaviour well:**

- Create an environment where there are clear routines and rules which both staff and children are familiar with and understand
- Are consistent each and every time and with each and every pupil
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Use the Thrive Approach to inform their practice

**Children want adults who:**

- Give them a 'fresh start' every lesson
- Help them learn, feel confident and feel safe
- Are just and fair
- Have a sense of humour
- Are consistent
- Do not demonstrate discriminatory behaviour

**Agreed Procedures:****Promoting Positive Behaviour:**

We approach the promotion of positive behaviour through our Core Values and through our commitment to the Thrive Approach. These Core Values are displayed in classes and all around the school. During the year, children discuss these words with their teacher and during assemblies.

The Staff and Student Leadership Group, are currently working together to identify actions and expectations that link to each of our Core Values. The table below will be updated regularly:

<p>Aspire to be the best you can be</p> <p>Challenge yourself</p> <p>Be curious</p>	<p>Enjoy what you do</p> <p>Keep improving</p>	<p>Be proud</p> <p>Keep improving</p> <p>Try your best</p>	<p>Don't give up</p> <p>Concentrate</p> <p>Have a go</p>	<p>Organising myself</p> <p>Looking after possessions</p> <p>Engaging in learning</p> <p>Managing emotions</p> <p>Eco responsibility</p>	<p>Help others</p> <p>Co-operate</p> <p>Share</p> <p>Listen to others</p>

We reinforce and promote positive behaviour through:

- Class Dojo – each class sets a target number of Dojo points and points are awarded to individuals in line with our Core Values. Once the target number of Dojo points is achieved, the class has a pre-agreed reward. When a child receives a Dojo point, their parent is sent a notification.
- Verbal praise
- Positive body language (a smile, thumbs up etc)
- Stickers
- Being sent to a Senior Leader to share excellent learning.
- Receiving certificates and awards in assembly.
- VIP lunches with the Head or DHT
- Public recognition e.g. in class, through the newsletter/website/local paper
- Teachers informing parents of the positive things the child has done in class (Class Dojo)

#### **Positive approaches to support children with their behaviour:**

At The Avenue Primary School, we believe that children need to be taught the appropriate skills to be able to develop their social, emotional and behavioural skills. This could include:

#### **Behaviour Curriculum:**

This details the daily routines that are in place across the school. Children are explicitly taught these behaviours throughout their time at The Avenue.

### **Thrive Approach:**

As a Thrive school, we regularly Thrive assess our children to identify areas of development which will support their behaviour, attitudes and personal development. For some children this will be in the form of whole class/whole school activities. For other children this may be through small group or individual programmes.

### **Restorative Approaches:**

When dealing with a behaviour incident, all staff will use restorative questioning to help pupils understand the consequences of the incident. These questions could include:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

For some children we may use comic strip conversations or social stories.

### **Behaviour Support Assistant:**

Our Behaviour Support Assistant works with individuals and groups of children where support has been identified. This may include:

- Putting individual strategies in place for a child
- Supporting groups/individuals at playtime
- Offering support to children following an incident
- Advising teachers of strategies to manage individual's behaviour
- Supporting individuals in class

### **Time to Talk:**

Children will be offered the opportunity to talk through any issues or personal issues with either the class teacher or teaching assistant. Children can request this time in a variety of ways:

- Through their emotional thermometer/daily feeling check-in
- By putting a note in the class well-being box
- By asking directly

### **Emotional Literacy Support (ELSAS):**

We have several Emotional Literacy Support Assistants who can deliver support such as:

- Social skills
- Anger management
- Individual time to talk

- Support with any worries

### **Parent Support Worker:**

Our Parent Support Worker supports parents with a variety of issues relating to behaviour and children's well-being.

### **Consequences:**

There are five stages of **consequences**:

Stage 1: Verbal warning

Stage 2: 5 minute loss of playtime/lunchtime

Stage 3: 10 minute loss of playtime/lunchtime

Stage 4: 15 minute loss of playtime/lunchtime

Stage 5: 20 - 30 minutes loss of playtime/lunchtime, parents contacted.

Internal exclusion may be considered.

External exclusion may be considered.

Permanent exclusion may be considered.

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages.

From Year 2 upwards, loss of minutes at playtime/lunchtime will happen during the playtime/lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon. KS2 children missing part of playtime/lunchtime will be sent to sit in a classroom under supervision of a member of SLT. KS1 children remain in their own classroom with their own teacher.

Children in EYFS will receive time out immediately and the length of time will be at the discretion of the class teacher, bearing in mind the age and stage of the child.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of consequences, the child may be asked to move to their 'buddy' class to have some time out and complete their work.

Alternatively, the Behaviour Support Assistant may be called. In some instances the Behaviour Support Assistant may be called to a child, who is unsettled, in order to prevent stages/consequences being given. The Behaviour Support Assistant will assess the situation in class and decide whether to support the child in class to make good behaviour choices or whether they need to be removed from class.

Children who are removed from their class by the Behaviour Support Assistant may be taken to a quiet area to discuss the incident/their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were

engaged in, whether back in class, in a different class, outside the Head's office or in another suitable area, which will be decided by the Behaviour Support Teacher. In some cases, depending on the severity of the situation or if the child continues to make poor behaviour choices, the duty teacher may be called. They will then decide appropriate consequences or next steps in line with the stages system.

In the rare case of an Internal Exclusion, children will not go back to their own class, but will complete their work in another classroom under supervision for a pre-defined period of time.

If a child reaches a Stage 5 then parents will be informed by the class teacher, Deputy Head or Head teacher.

### **Recording and assessment**

When a child receives a Stage 4 or 5, a 'Behaviour Incident form' should be completed. This will be completed at a convenient time, as close to the event as possible. Completed forms will be sent to the Headteacher and to the office for filing and kept in a file in the office.

Any allegations of bullying or racism will be recorded on a separate sheet. This will be completed by the staff member who dealt with the incident and passed to the office for filing. All forms will be kept in a file in the office.

Blank copies of all forms are kept as hard copies in the filing cabinet in the Staff Room and also electronically on Shared Resources.

To ensure that persistent low-level poor behaviour is drawn to the attention of the school leadership team, a simple weekly record of children's behaviour in class and which stages they have received is recorded daily, by the class teacher. This together with Incident forms and lists of who is losing minutes of lunchtime on a daily basis are collated and discussed by SLT on a regular basis.

Class teachers/departments leaders will contact parents where there is a pattern of low level disruption occurring or where unusual behaviour has occurred. The purpose of this will be to discuss with the parent how school and home can support the child to improve their behaviour.

### **Behaviour at lunchtimes**

TAs and MDSAs supervising lunch follow the same behaviour policy as other staff. A member of senior staff is on duty at all times and can be called on via the Walkie Talkies.

Lunchtime rules have been shared with all staff and children and lunchtime staff will enforce these rules according to the behaviour policy. For a minor incident, they may give a "time out" and inform the class teacher. If a more serious behaviour incident occurs, they will call for the Duty Teacher. Minor incidents will feedback to the class teacher, where a child is



regularly involved in lunchtime incidents, the class teacher will liaise with the Behaviour Support Assistant to explore support that could be put in place.

### **Children with particular needs**

Some children have specific needs and may not be at the same stage of emotional development as their peers. We treat children as individuals and special arrangements and additional support may be provided. The SENCo will advise teachers where additional approaches or strategies are required. The Parent Support Advisor is available to provide support for families that request it. A list is maintained by the SENCo of the children who have individual programmes to support positive behaviour. A risk assessment for children with particular needs supports these children and must be reviewed and altered after a serious incident.

### **Behaviour Plans**

In some cases children may need to have individual behaviour plans which are specific to their needs. As part of the behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with the pupil. The school recognises that some pupils have specific behavioural needs and is committed to working with the pupil and the parent to support them in the best way they can. At this stage it may be appropriate to make a referral to the Acorn Behaviour Support for external assessment and advice.

In very rare cases, positive handling may be needed to support a child and adults working with them. This should only be done when there is an immediate risk to the safety of the child or another child. Wherever possible only members of staff who have had team teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate and will be recorded in the school log. Very occasionally a parent may be called in to help manage any challenging behaviour and support the child in returning to class.

### **Suspensions:**

Suspensions will occur following extreme incidents at the discretion of the Headteacher. A Suspension (fixed-term exclusion) will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the children better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout the process, it is imperative that we explain what is happening and why it is happening to parents and arrange meeting to discuss.

Following a suspension, a meeting will be held with the parents to discuss ways forward and identify any further action to support the child. This is recorded in writing.

### **Permanent Exclusions:**

Permanent Exclusion will only be taken in cases where:

- Long term behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent Exclusion will be a last resort. In all instances, what is best for the child will be at the heart of all our decisions. We follow Acorn Education Trust Exclusions Policy which should be read in conjunction with this policy.

### **Beyond the School Gate:**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour:**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour:**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Prior to any sanction, an incident will always be investigated and children/staff be given the opportunity to provide their account of a situation.

