



Positive Behaviour Policy

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At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

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| Integrity | We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour. |
| Responsibility | We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements. |
| Inclusion | We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style. |
| Enjoyment | Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved. |
| Inspiration | Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full. |
| Learning | Children and adults will flourish in their learning and through learning discover a future that is worth pursuing. |
| Leadership | REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual. |

1. Vision and Values

At Martlesham Primary Academy, the staff have high expectations of all of our children. We encourage them to have the same high expectations of themselves and each other, and expect parents/carers to work with us and support us in this.

Our Vision: Learning together, creating bright futures.

Our Values: Learning Powers - Respect, Responsibility, Resilience, Aspiration and Collaboration.

2. Positive Behaviour Management

The use of praise and recognition for positive behaviour are the most crucial tools employed to promote good behaviour. Promoting positive behaviours in children by being positive adults, and by displaying positive approaches to resolving issues, is a non-negotiable.

House Reward System

The House Reward System has been devised to encourage the children to have a shared sense of pride and achievement and to reward both individual and group effort. This is not a prize based system but a system that recognises and celebrates good behaviour for learning (B4L).

Children are grouped into four house teams. These are:

Andromeda **Orion** **Pegasus** **Phoenix**

Each child is placed in a house team on entry to school and remains a member of this team throughout their time at the school. Siblings are placed in the same house team. Each house has a House Captain who is elected from Year 6. There is also a Vice Captain per house elected. All are elected by the other children in their own house.

House points can be awarded by all staff to children for a variety of reasons. For example:

- Following our school values
- Good attendance and punctuality
- Regular, sustained reading at home
- Special achievement or effort (e.g. sporting, music)
- Helpful approaches to different situations
- Promoting positive behaviour

House points are awarded using the following guidance:

- One house point for an isolated achievement (e.g. a one off act of kindness, helpfulness, continued effort in good work through acting upon feedback etc.)
- Two house points for a sustained achievement (e.g. sustained good behaviour, an achieved target, demonstrable effort and hard work on a project etc.)
- Three house points for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class-based team game).
- Five house points can be awarded for extra special achievements.

Where appropriate additional house points can be awarded for extraordinary achievements inside / outside school.

Every week, the house points are counted by our House Vice-Captains and a weekly winner announced during our Celebration / Butterfly Book Assembly on Friday and added to the House points chart.

House points are then tallied over the course of a term, a winner is announced and has their House colours tied onto the termly cup. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup and a celebration event can be organised.

Head Teacher's Award

For exceptional pieces of work that show a child's hard work and determination (above and beyond) the class teacher will issue a green card, highlighting this to the Head Teacher. The children receive a certificate, sticker and select a reward.

The Good to be Green System

All classes have a '**Good to be Green**' chart and each child will start each day with a Green card; if they display poor behaviours repeatedly they will receive verbal warnings and possibly a Warning card and a Consequence card. Children are encouraged to stay Green all week. School and class expectations are displayed in all classes, learning spaces and in corridors. This is predominantly a class-based system promoting positive class behaviour.

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|---|--|
| 1. A verbal warning is given and a reminder is given of the rule that has been broken or expectation that we have and that if they continue they risk losing their Good to be Green status. | Behaviour Thermometer Cool |
| 2. Another verbal warning is given explaining how disappointed we are that they have not been able to improve their behaviour. Next-step: Stop and Think card is issued. | Behaviour Thermometer Cool |
| 3. If the poor behaviour choices continue, a further verbal warning is issued. Next step: the child moves to a Warning Card plus receives a reminder of the rule that has been broken. | Behaviour Thermometer Warm |
| 4. A further verbal warning and reminder of the rule that has been broken is issued. This should also include a reminder they are already on a Warning Card and if their poor behaviour choices continue they risk being given a Consequence card . | Behaviour Thermometer Hot |
| 5. The child receives a Consequence Card . It is explained what the consequence will be and why this has happened where appropriate. | Behaviour Thermometer Red Hot |

If a child knowingly refuses to follow the shared expectations of the class, then the Good to be Green steps will be followed consistently.

All adults in the class carry equal authority and must therefore work as a team to promote positive behaviour.

It is important to remember that the certainty of a consequence can sometimes be more effective than the immediacy of one staff should not feel rushed in deciding about the consequence unless it is very clear.

At each stage, the child has the chance to earn back their prior card status but this should not be done easily or quickly. **Consequence cards** cannot be turned back without some specific action e.g. contact with parents/carers, reparation session, internal exclusion, time-out etc. Each half day / session (age appropriate) should start with every pupil on **Green** (younger pupils may prefer to return to green at the start of each afternoon or session also). The responsibility for ensuring this is visible evident at the start of each session/day lies with the adults.

Collective class rewards could also be earned. These should be agreed by the whole class and be earned by the whole class staying **Green** for a specified period of time e.g. 1 day = 5 minutes' reward time on a Friday.

Consequences

In circumstances of poor or challenging behaviour, a staged approach is applied throughout the school to ensure consistency and understanding.

We use a graphic of a thermometer to make this staged approach clear for all pupils and adults and to provide a clear bridge between the 'Good to Be Green' system in class and other situations elsewhere in the school. It also gives a clear 'scaffold' for consequence choices that staff can apply bearing in mind the specific child in question (ability to 'flex'). This simple system de-personalises any incident and ensures a fairness and equity. (Appendix 3).

The adult will issue a general rule reminder explaining that the child's behaviour is at a specific level e.g. 'Warm' and explain what they must do to correct their behaviour.

This may need escalating by issuing a further warning but this time explaining what the likely consequence will be if the poor behaviour choice continues e.g. *'Your behaviour choices are getting hotter which is unfair to others and will mean that you could miss some of your play-time or you may need to move classes.'*

Any behaviour deemed concerning must be recorded on a 'Serious Incident and Behaviour Recording Form' (Appendix 4) and then passed to the Head Teacher for support and further action. This will be logged as part of the agreed process.

Sometimes the behaviours displayed may become increasingly challenging and even dangerous. It is important at this stage for the member of staff to seek help and support from the Senior Leadership Team.

Internal exclusions can be used (up to a maximum of two days) allowing the child time to complete their work in another class/space. In these situations, following clear communications with parent/carer beforehand, the child will arrive in school through the main entrance and be escorted by a member of staff to the appropriate class. At the end of the day they will be taken back to the main entrance to be collected by their parent/carer.

Exclusions can and will be used in the most extreme of situations and only when it is believed this will have a positive impact on resolving the displayed behaviours. We believe that external exclusions (fixed-term or permanent) are a last resort consequence and not a solution.

3. Incidents of a Serious Nature

On occasions of severely disruptive, challenging or dangerous / violent behaviour, it may be necessary to issue an exclusion (internal or external) immediately. **External exclusions** can only be authorised by the Head Teacher following referral to the Deputy Director of Education, Cluster 6. These incidents will be recorded and filed.

Alleged **bullying** incidents; refer to our specific Anti-Bullying Policy. These must be recorded and reported to the Head Teacher for further investigation via a Serious Incident and Behaviour Recording Form.

Alleged **racist** incidents must be recorded on a Serious Incident and Behaviour Recording Form and passed on to the Head Teacher who will take necessary further action.

Alleged **homophobic** incidents must be recorded on a Serious Incident and Behaviour Recording Form and passed on to the Head Teacher who will take necessary further action.

Alleged incidents of a **sexual** nature must be recorded (in the first instance) on a Serious Incident and Behaviour Recording Form and passed on to the Head Teacher who will take necessary further action.

Younger classes may use a system that is more immediate and appropriate for very young children whilst still adhering to the whole school approach for behaviour.

Any member of staff reporting a serious incident should expect to have some feedback about what consequential steps were taken but this is not always appropriate depending on the nature of the incident.

4. Support where Behaviour is causing a Significant Concern

Where behaviour is an ongoing concern, the Class Teacher will be supported by the Senior Leadership Team, to work with the child and their parents/carers to look to improve behaviour by implementing additional strategies and support.

Weekly **LABS** (Learning, Attendance, Behaviour and Safeguarding) meetings will 'pick-up' these children ensuring their ongoing progress is monitored and evaluated regularly.

LABS will work to define the root-cause of the problem and initiate actions and interventional support strategies to tackle them. These interventions and strategies will be reviewed each week and either continued, altered or dropped according to their levels of success.

LABS will also ensure appropriate advice is given to the class teacher and learning support assistants and other appropriate staff to help with day-to-day teaching and learning experiences of each child.

The **THRIVE** Approach is used in our school and we will ensure that any child demonstrating regular behaviour deregulation is given appropriate, and personalised, THRIVE provision.

Feedback to the class teacher and opportunities for them to inform how a child is supported must be at the heart of any additional support provided with the aim that the child will access as full a class-based provision as possible.

Where appropriate further or additional support will be provided through internal and external sources. In all such cases, the needs of the child as an individual will always lead the decision process.

5. Positive Physical Contact and Positive Handling

There are occasions when school staff may have cause to make physical contact with children for a variety of reasons; there is a difference between positive physical contact and positive handling.

Reasons for positive physical contact could include:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to praise a pupil (pat on the back, high-five)
- to gently direct a pupil (hold hands, arm around the shoulders)
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the pupil/pupils or staff

In rare circumstances, when positive handling is warranted, this should be reasonable and must never be used as a punishment.

The use of any force can only be regarded as reasonable if the circumstances of an incident warrant it; i.e. it is necessary to prevent harm to themselves or others or significant damage being caused to school property or property of others.

Without exception, the degree of force must be in proportion to the circumstances of the incident, age and understanding of the child and the seriousness of the consequences it is intended to prevent.

Incidents of positive handling will, where possible and practical, be undertaken by a member of trained staff.

Use of any physical force, as a result of positive handling, must always be a 'last-resort' or 'critical-situation' option.

6. School searches and banned items

It might be necessary for a pupil's property or clothing to be searched for items believed to be stolen, illegal or simply not allowed on school premises.

A staff member does not need to obtain written consent in order to search a child or their possessions.

A member of staff can ask the pupil to hand over an item, or ask whether the staff member can look in the pupil's bag or drawer.

The Head Teacher can authorise staff to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The reason for the search will be explained to the child and no search will take place on a speculative basis.

All requests for pupils to hand over items or searches carried out of pupils or their possessions must be done with at least two members of staff present.

Prohibited items are outlined in Searching, Screening and Confiscation Guidance 2014 (DfE).

7. Roles and Responsibilities

We all have a responsibility for promoting positive behaviour throughout our school wherever we are, whatever we are doing and at all times.

The Role of Parents and Carers

Parents and carers have a responsibility to support all our school policies, actively encouraging their children to be a positive member of our school.

Parents and carers are responsible for their child and we expect that they will work with the school, ensuring they are contactable, attend meetings for their child as and when necessary and communicate with school staff appropriately.

The Role of the Teachers and School Staff

We recognise that we lead by example and we understand that if we want children to grow up to behave appropriately then we must model this behaviour.

Every member of staff working at our school has a responsibility to read and understand this policy and those related to it to ensure that they are always following the agreed processes and strategies.

If a child leaves a classroom the teacher must consider their immediate safety and make a decision as to what happens next. This may involve sending a member of staff to support them or to make the SLT aware. The teacher must have a secure awareness of any plans or risk assessments for pupils in their class.

It must be the priority of all staff to de-escalate any issues where a child is displaying de-regulated behaviour. Being prepared for this by 'understanding' the child and his/her context is important as is using a prepared 'script' for communicating what your expectations are and how you can support them to regulate their behaviour once again. Appendix 5 has some guidance on this.

The Role of the Child

The children who attend our school have responsibility to others in school to ensure they are following the values shared by all. At all stages, all children will be expected to accept a level of responsibility appropriate to their capabilities.

The Role of Governors

The Governing Body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in implementing these guidelines.

The Head Teacher has the day-to-day authority to implement this policy, but governors may give advice to the Head Teacher about particular disciplinary issues.

The Head Teacher must take this into account when making decisions about matters of behaviour.

The Governing Body can convene a Discipline Committee which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the governors.

Fixed-Term Exclusion

What constitutes serious behaviour?

- 1) Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2) Physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);
- 3) Socially disruptive behaviour (e.g. screaming, running away, absconding from school site);
- 4) Authority challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour);

The length of exclusion will be decided by the Head Teacher (or Acting Head Teacher) after an appropriate investigation, including any confidential information available, has taken place. If the Head Teacher excludes a child, parents will receive:

- An Exclusion letter, outlining the reasons for exclusion, the length of exclusion and the child's expected date and time of return.
- Work for the pupil to complete whilst excluded.
- A date and time for a reintegration meeting, at which the parent/carer is expected to be present.

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school, and **always** following referral to the Deputy Director for Education – Cluster 6. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

It is the school and Governing Body's duty to arrange education from the sixth consecutive day of a fixed period exclusion.

Parents/carers of the child are required to attend reintegration meetings. Failure to attend this meeting will prevent the pupil from returning to school/class until the meeting has been held successfully with all parties.

If a child is deemed to be at risk of permanent exclusion, an individual programme will need to be put in place to support the child and their family. The individual programme will be tailored to the needs of the child and family and may include a Suffolk Pupil Support Framework (SPSF).

Our school is committed to working very closely with every child and their family to bring about an improvement in the child's behaviour so that fixed term and permanent exclusions can be avoided.

Permanent Exclusion

A child may be at risk of permanent exclusion if there is:

- A serious breach, or persistent breaches of the school's Positive Behaviour Policy
- Where a pupil's behaviour means allowing the pupils to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

(DfE Exclusion Guidance January 2015).

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give their version of the events unless the child was in immediate danger.

In all cases, the Regional Director of Education will have been informed of this potential decision.

Only the Head Teacher (or the Acting Head Teacher) has the power to permanently exclude. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher permanently excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

When a Discipline Committee meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.

If the Discipline Committee decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This data is collected by the Academy Trust and also shared with the local authority.



Consequence Thermometer

| | Unacceptable Behaviour | Consequence Options | Actioned By |
|--|---|---|---|
| | <ul style="list-style-type: none"> Physically aggressive towards an adult or another child as part of an unprovoked attack Leaving the school without permission Using or throwing objects to purposefully hurt someone Targeted hate or prejudice based on physical or social differences (e.g. race, culture, religion, disability etc.) Using racist language which causes offence Using sexually offensive language or behaviour Intentional damage to school property Repeating 'Hot' behaviours despite previous consequences Repeatedly displaying aggressive, threatening or intimidating behaviours (including sexual behaviours) as part of an unprovoked attack | <ul style="list-style-type: none"> Permanent Exclusion Fixed Term Exclusion SLT to meet with parent/carer (record of meeting kept) Use of external agencies including the police Fixed-period ban from social-time and/or privilege Restorative justice Complete or review a Consistent Management Plan Internal Exclusion for a fixed period (max 3 days) Loss of reward time | <p>Head Teacher / Senior Designated Teacher</p> <p><i>Only the Head Teacher has authority to exclude.</i></p> |
| | <ul style="list-style-type: none"> Physically aggressive towards another child as part of a provoked attack (retaliation) Unintentional physical harm towards another person Threatening or intimidating others verbally or physically Provoking others verbally or physically with intent (e.g. goading, kicking, tripping etc.) Throwing things towards others to intimidate or provoke An escalation of 'Warm' behaviours Bringing dangerous items into school Stealing Swearing / insulting others | <ul style="list-style-type: none"> Internal Exclusion for fixed period (min 0.5 days, max 2 days) Phone call home to parent/carer (record of conversation made) Teacher to formally meet with parent/carer (record of meeting kept) Manageable sanctions at home agreed between teacher and parent/carer Restorative justice (including opportunities to repair relationships) Warning given about the next level with opportunity to repair the situation in line with the Good to be Green system Consider a CMP/Risk Assessment Increased loss of social time or privilege Any of the consequences below Loss of reward time | <p>Class Teacher in agreement with the Senior Teacher</p> |
| | <ul style="list-style-type: none"> Leaving the class without permission or refusing to return to class when expected to do so Rudeness, making fun of others and name calling Refusing to follow instructions Arguing with adults, back-chat, ignoring or walking away from an adult Unintentional damage to the school property Preventing other pupils from learning or being happy | <ul style="list-style-type: none"> Follow the consequence ladder of the Good to be Green system Partial/temporary loss of social time (playtime or lunchtime) Partial/temporary loss of privilege (e.g. clubs, class-centred rewards, off site education) Learn outside classroom for a fixed time Informal meeting or phone call with parent/carer Reparation through mediation or restorative practice Warning given about the next level Loss of reward time | <p>Class Teacher or Other Staff</p> |
| | <p>Expected behaviours are set out in our Positive Behaviour Policy - remember it's good to be green.</p> | | |

SERIOUS INCIDENT AND BEHAVIOUR RECORDING FORM - APPENDIX 4

| | | | |
|---|--------------|-------------------------------|--|
| Child's Name: | Date: | Time: | |
| | | | |
| Year: | | Class: | |
| | | | |
| Adult Recording: | | Place: | |
| | | | |
| Others Involved: | | | |
| | | | |
| Type of Incident: | | | |
| Aggressive Behaviour to Adult | | Aggressive Behaviour to Child | |
| Verbal Abuse to Adult | | Verbal Abuse to Child | |
| Physical Abuse to Adult | | Physical Abuse to Child | |
| Refusal | | Bullying | |
| Absconding | | Disruption | |
| Incident Details: | | | |
| <p><i>What happened prior to the incident?</i></p> <p><i>What behaviours did the child show that caused concern?</i></p> <p><i>What was the result of this behaviour on other children, on adults and on the child in question?</i></p> | | | |

| | |
|-----------------|--------------|
| Outcome: | |
| | |
| Signed: | Date: |
| | |

Basic De-Escalation Guidance

It must always be the priority to de-escalate a situation and in doing so prevent the matter getting worse. A consistent and non-threatening script can be very effective when delivered with authority and conviction.

The main principles of effective 'de-escalation speak' must always start by using the child's name. You may also want to:

- Acknowledge the child's right to their feelings

"Jamie, I understand that you're angry / frustrated. We all have moments when we feel like that. You're allowed to feel frustrated sometimes. However, you now need to start thinking about how you will improve the situation."

- Tell them why you are there

"I am here to help you, Jamie"

"Mrs Smith thought it might be useful for you to tell me how you're feeling/talk to me."

- Offer help and an opportunity of a get out

"Jamie, talk and I will listen."

"Come with me, Jamie, and we can work this out outside of the classroom."

The following script is generic and should be followed (as a whole or in parts) wherever possible:

- Always start with the child's name – make it personal and relevant
- "I can see something has happened."
- "I am here to help."
- "Talk and I will listen."
- "Come with me and..."

However, you must also use your professional judgment to decide how best to communicate with a young person on a case-by-case basis.

These are all non-threatening ways of promoting discussion with the young person and avoiding verbal or physical confrontation or antagonism.

Most importantly, the focus must be on moving the negative situation to positive in a calm and controlled manner. The adult must be modelling appropriate behaviour at all times.

Remember:

DO

- Rehearse your script
- Remain authoritative but non-threatening
- Know your pupils
- Stay calm at all times
- Provide the pupil with 'take-up' time

DON'T

- Force a pupil to talk
- Make it overly public
- Use sarcasm or blame a pupil
- Argue with the pupil
- Get hung up on the flow of the script