

Positive Behaviour Policy and Statement of Behaviour Principles

Our 'Positive Behaviour' policy is a whole school policy which has been developed as a result of discussions between staff, governors, parents/carers and children and which has evolved over time. This policy, which is available on the school's website, should be read in conjunction with other key policies referenced within this one and listed at the end of the policy.

Statement of Aims and Objectives

- We believe that all pupils, staff, parents/carers and visitors have the right to feel safe at all times whilst in school and should always respect one another. All members of the school community are made aware that bullying, harassment and discrimination are always unacceptable and will not be tolerated even if it occurs outside of school hours or off the school premises.
- We will provide a happy and secure atmosphere where the management of behaviour is fair and consistent and where all children are offered equality of educational opportunity. Pupil behaviour which disrupts teaching, learning or school routines is not tolerated.
- All members of the school community will encourage the children to develop high standards of behaviour and help establish a sense of self respect, reliability, responsibility and independence. This will be achieved through positively encouraging the children to do their best, praising their efforts and valuing them as individuals.
- We will encourage the children to respect the feelings, needs, interests and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school.
- It is expected that staff and children will behave towards each other with mutual respect, consideration and understanding.
- We will foster a sense of commitment towards the school and pride in the values it stands for.
- We believe it is advantageous to maintain good relationships and communicate well with parents in relation to behaviour and conduct.

Positive behaviour management

We believe that children respond best to a supportive, caring approach, which operates within a well-structured and consistent framework. Our practice is based firmly on promoting good behaviour and we use rewards and praise to do this. However, the policy also recognises that there is a need for consequences, which we have clearly identified. We regularly discuss and reinforce our positive behaviour policy with the children and rely on the support of all staff, parents and carers in its implementation. We work together to maintain a school where there is a high expectation of conduct and behaviour, and where the children are treated with dignity, kindness and respect.

The behaviours we expect in school

The school community have agreed on eight 'Golden Rules' for the school.

- 1) Be polite to everyone
- 2) Move quietly and carefully around the school
- 3) Only call people by their given name
- 4) Be honest and trustful; do not lie or cheat
- 5) Do be a good friend
- 6) Do co-operate; share with everybody you can
- 7) Follow instructions; never disobey
- 8) Be kind with your words and actions

This means all members of the school community must be:

- kind and considerate *respecting everyone else as an individual*
- courteous *being polite and helpful to all adults and children in school*
- co-operative *being willing to work together*
- friendly *being on good terms with each other*
- hardworking *doing our best at all times*
- honest *being truthful and respecting the property of others*
- trusting *accepting that generally others want to help*
- responsible and sensible *taking responsibility for our actions*

The behaviours which are unacceptable in school

Whilst we think it is very important to highlight the positive, we believe we must also spell out clearly what behaviours are unacceptable. We will not accept:

- physical violence or threatening behaviour to another person
- bullying and prejudicial behaviour
- deliberate disobedience and defiance
- swearing

We have an 'Anti-Bullying' policy and a 'Responding to Prejudice Related Incidents' policy in place. Any cases of alleged or suspected bullying or prejudice related incidents are investigated and followed up by senior staff, who follow the procedure laid down in the policies. Instances of bullying and prejudicial behaviour are monitored and analysed in line with the policies.

Rewards and Consequences

Rewards may include:

- Golden Time – our whole-school reward system
- behaviour and attendance certificates
- the 'Very Well Done' book, where examples of kind or thoughtful behaviour are recorded and then shared in whole school assemblies
- smiley stamps and stickers
- special activities (choosing time in younger classes)
- class rewards (marbles in a jar, raffle tickets etc.)
- sharing work with a senior member of staff

Consequences may include:

- loss of Golden Time (our main strategy)
- effective and prompt discussion followed by a reminder of the behaviour we expect
- time with a phase leader or senior member of staff to talk through an issue and look at establishing a way forward (could be outside of learning time)
- time given to calm down and reflect (sometimes children writing down what happened)
- an individual behaviour plan or chart which is monitored daily

Golden Time

Our whole school approach to Golden Time is consistent from YR – Y6:

- Golden Time takes place for 30mins on a Friday, celebrating the good behaviour demonstrated in class over the week. Golden Time resources are not used at any other time of the week; they are reserved purely for Golden Time.
- We use a visual system of 'suns' and 'clouds', which are displayed in classrooms.
- Children's names are placed around or near the 'sun', and moved to 'partly cloudy' for a warning of poor behaviour from which point they are given every opportunity to return to the 'sun' when they modify their behaviour.
- If behaviour doesn't improve when on the 'cloud', children's names are moved to the 'thunder cloud' and the 5 minutes of golden time for that day is lost.
- Every child starts each new day in the sunshine.
- Lost Golden Time is not recoverable, but no child can lose all their Golden Time (otherwise there is no incentive to try and keep it).
- Children have entirely free choice during Golden Time, although they may have to negotiate taking turns with some resources if they are especially popular. It gives children the opportunity to working co-operatively together, raising self-esteem and promoting a sense of well-being.

Certificates for behaviour and attendance

Star, Bronze, Silver and Gold Behaviour and Attendance Certificates are awarded for consistently good behaviour and attendance. Teachers will give a 'Golden Tick' each week to children who have not lost any Golden Time during the week, and whose attendance for the week has been 100%. Certificates are awarded when children have reached 4 ticks (Star), 10 ticks (Bronze), 15 ticks (Silver) and 20 ticks (Gold). Names are read out in whole-school assemblies and certificates are taken home. Records of the certificates awarded are monitored.

For the very small number of children, an alternative arrangement to earn their Golden Time (a personalised chart with specific targets/ expectations, with each day broken into short sessions) is used to award up to 30 minutes Golden Time a week.

The role of senior staff in supporting behaviour

Senior staff are highly visible around school throughout the day. They welcome the children onto the school playgrounds in the morning and ensure that children leave safely at the end of the school day. In addition, our Assistant Headteachers for EYFS/KS1 and KS2 are on duty at morning playtimes and at lunchtimes. This helps to maintain high levels of behaviour and provides time outside of learning for Assistant Headteachers to check in with individual children. Our EYFS/KS1 and KS2 Assistant Headteachers are also Deputy Designated Safeguarding Leads in order that they are better able to understand where needs or circumstances may affect behaviour. Senior staff are able to access additional support to children and families (Red Hen home support, Blue Smile counselling).

Procedure for dealing with persistent unacceptable behaviour or serious misconduct

Senior staff will monitor behaviour and will communicate with parents and carers if a pattern of poor behaviour begins to be observed.

If persistent unacceptable behaviour continues, a letter will be sent to parents/carers informing them that their child is continuing to exhibit persistent unacceptable behaviour. A copy of this letter will be kept on record.

If the persistent unacceptable behaviour persists further, a letter will be sent to the parents/carers informing them of the persistent unacceptable behaviour and inviting them into school to discuss the situation with the Headteacher and what support may be available to help the child.

On the rare occasions when serious misbehaviour in class is either dangerous or significantly disrupts learning and the normal, agreed classroom strategies have not been successful, class teachers will telephone their key stage Assistant Headteacher, who will attend in order to help diffuse and de-escalate the situation.

If intervention is needed beyond a brief conversation outside the classroom, it may be appropriate to remove a child from the classroom for short period of time (e.g. the remainder of the session) to calm down, reflect on what has happened and then re-integrate back into the classroom. Children who are removed from class will take their work with them to the Assistant Headteachers' office, with the aim for them to return to the classroom as soon as they are able to do so successfully. The Assistant Headteachers will adjust their approaches to take into account children's social, emotional, behavioural and SEND needs.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and staff are protected from disruption and can learn in safe, calm, and supportive environments. The Headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to suspend or permanently exclude a pupil and will follow the DfE guidance to schools on 'Suspension and Permanent Exclusion from Maintained Schools Academies and Pupil Referral Units in England Including Pupil Movement'.

Where we suspect criminal behaviour may have occurred, we will make our initial investigations to establish the facts and will report incidents to police if necessary. It will often be appropriate to also report to local social care.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item within the behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Parents/carers will be informed in writing if their child is removed from the classroom, suspended or permanently excluded. If a pupil has a social worker (child in need plan, a child protection plan or are looked after) we will notify their social worker. If a pupil is looked-after, we will ensure that their Personal Education Plan is reviewed and will notify their Virtual School Head. The data for removals, suspension and permanent exclusions will be collected, analysed and reported to governors.

The role of our Inclusion Lead in supporting behaviour

Our Inclusion Lead will contribute to the provision for children with SEND needs who may need adjustments to their day-to-day provision and/or social skills programmes and strategies to enhance self-esteem and behaviour (fiddle toys, ear defenders, rest breaks, seating plans etc.). Where appropriate, we will follow the graduated response of assess, plan, deliver and review to help manage behaviour. We will, as far as possible, anticipate triggers for misbehaviour and put in place support to prevent this.

Items not allowed in school

We want our school to be both safe and free from distraction. We therefore limit what children bring to school so that we can focus on learning. We do not allow:

- mobile phones (unless absolutely necessary, in which case they must be handed in to the office in a named envelope to then be collected at the end of the day)
- smart watches (watches capable of taking or displaying pictures or videos / making calls / sending messages / connecting to the internet)
- sweets
- toys / stationery (the school will ensure that all children have equal access to resources)
- money
- any other items which we consider dangerous to be in school

If we believe that items on the above list may have been brought into school, we give children the opportunity to confirm if this is the case and to hand over items. Items handed over will be returned to parents/carers either at pick up time at the end of the day or from the school office. We may ask children to demonstrate that they have not brought in banned items by asking them to empty their pockets or the contents of their school bag.

Physical intervention (Detailed information in our 'Physical Intervention' policy)

Arbury Primary School is committed to ensuring that all our staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DfE and Cambridgeshire County Council advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Our staff view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment** and will consider:

- risk to the safety of the pupil concerned
- risk to the safety of staff, other pupils or visitors or
- where there is a risk of serious damage to property or where a pupil's behaviour is seriously prejudicial to good order and discipline or
- where a pupil is committing a criminal offence.

The following approaches are regarded as reasonable in appropriate circumstances:

- shepherding a pupil away by placing a hand in the centre of the back
- guiding
- physically interposing between pupils
- blocking a pupil's path
- holding (this term is taken to include only the sort of hold a reasonable parent/carer might use with his/her child. It does not refer to specific techniques of physical restraint that in untrained hands may pose a risk of injury)
- pushing (as a last resort in cases of immediate risk to life or serious injury, avoiding the kind of force that could cause a person to fall over with unpredictable results)
- restraining a pupil by using more restrictive holds (**not** generally be used other than in the most extreme emergency when action is needed to prevent the risk of **serious** injury or loss of life)

Behaviour outside of school

There are some situations in which we will respond to misbehaviour outside of school (including online conduct) if witnessed by a member of staff or reported to the school:

- taking part in any school-organised or school-related activity
- travelling to or from school
- threatening, bullying or prejudicial behaviour either face to face or online

Whilst the online behaviour of pupils outside of school is the responsibility of parents and carers, we will aim to support safe online behaviour for our pupils and offer guidance and advice to parents and carers.

Child-on-Child Abuse (Please refer to our 'Safeguarding and Child Protection' policy for more information)

We recognise that child-on-child abuse can manifest itself in many ways, including, but not limited to:

- bullying (including cyberbullying, prejudice related and discriminatory bullying)
- physical abuse (including hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- abuse within intimate partner relationships
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos

All forms of child-on-child abuse will not be tolerated and will be dealt with within our 'Safeguarding and Child Protection' policy. The school will provide high quality Relationships and Sex Education (RSE). We recognise that some groups are potentially more at risk (girls, children with special educational needs and disabilities (SEND) and LGBT children).

Monitoring Behaviour

We will monitor, analyse and report to governors a wide range of behaviour indicators:

- certificates for behaviour and attendance
- bullying
- prejudice related incidents
- pupil removals from class, suspensions and permanent exclusions

Induction and training

Our 'Positive Behaviour' policy and 'Code of Conduct' are core documents in the safeguarding induction for all staff, volunteers and trainee teachers. In addition, training on behaviour is regularly delivered to staff to ensure consistency and understanding, including how special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour.

At the start of each year, our children reflect on the Golden Rules in whole school assemblies. During the year, children revisit rules around behaviour and conduct in their classes, PSHE lessons and during key stage assemblies. Assistant Headteachers will also talk to specific year groups about behaviour or conduct if it is felt appropriate to do so. In addition, we also have an anti-bullying fortnight each autumn term. Children who arrive mid-phase will have an induction on Golden Time and the expectations for behaviour as part of their settling in provision.

Parent/carer right to appeal consequences (Detailed information in our 'Complaints' policy)

Parents/carers can appeal against a consequence that they believe has been applied unreasonably by raising a concern with a senior member of staff who will take the informal concern seriously and make every effort to resolve the matter as quickly as possible. Good communication around behaviour and consistent application of the positive behaviour policy will help to avoid instances where concerns occur. If there are occasions when parents/carers want to raise their concerns formally, the formal complaints procedure will be followed.

Pastoral care for school staff accused of misconduct

The school will follow the statutory guidance for schools 'Keeping Children Safe in Education' (KCSIE).

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

We have a duty of care to our staff and volunteers and will:

- manage and minimise the stress caused by the allegation
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary
- advise the individual to contact their trade union representative, or a colleague for support
- appoint a named representative to keep the person informed about the progress of the case
- provide access to counselling or medical advice where appropriate (the local authority may include support via the local authority's occupational health arrangements)
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate. If an allegation is shown to be deliberately invented or malicious, we will consider our response within our procedure for responding to serious misconduct.

Linked Documents

- Behaviour in schools guidance Sept 22 (DfE)
- Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement (DfE)
- Safeguarding and child protection policy
- Anti-bullying policy
- Code of conduct for all adults
- Complaints policy
- Equality Policy
- Inclusion (SEND) Policy
- Physical intervention policy
- Policy on the use of mobile phones
- Responding to prejudice related incidents policy
- SEND information on the school website

Appendix 1: Written Statement of Behaviour Principles

Introduction

The Governing Body of Arbury Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff will use these principles in preparing the school's 'Positive Behaviour' policy. This written statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (July 2013 edition). It will be reviewed to take account of any legislative changes that may affect its content.

Principles

Right to feel safe at all times:

All pupils, staff, parents/carers and visitors have the right to feel safe at all times whilst in school and should always respect one another. All members of the school community must be aware that bullying, harassment or discrimination is unacceptable and will not be tolerated even if it occurs outside of school hours or off the school premises.

High standards of behaviour:

The Governors believe that high expectations for behaviour are essential for a successful school and for achieving the school's vision.

Inclusivity and equality:

Arbury Primary School is an inclusive school where all members of the school community should be free from discrimination. This is promoted in the day-to-day life of the school and is set out in the 'Equality' policy. The school's 'Anti-Bullying' policy, 'Responding to Prejudice Related Incidents' policy and 'Positive Behaviour' policy specify that bullying and discriminatory behaviour that goes against the 'Equality' policy will not be tolerated. The 'Anti-Bullying' policy includes a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.

The positive behaviour policy:

The Governors expect the 'Positive Behaviour' policy to set out a range of clearly defined rewards and consequence that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The 'Positive Behaviour' policy must make it clear how and when rewards and consequences (including both suspensions and permanent exclusions) will be applied.

The 'Positive Behaviour' policy must set out the process by which a pupil or parent/carer can appeal against a consequence that they believe has been applied unreasonably. Senior leaders will monitor the reward and consequence system regularly for consistency, fairness and effectiveness.

The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the school staff should follow its 'Safeguarding and Child Protection' policy.

Power to screen and search pupils:

The Governors expect the 'Positive Behaviour' policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

The use of reasonable force or other physical contact:

The Governors expect the 'Positive Behaviour' policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises.

The 'Positive Behaviour' policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils.

The power to discipline beyond the school gate:

The Governors expect the 'Positive Behaviour' policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the 'Positive Behaviour' policy must include the school's lawful response to:

- any bad behaviour when the child is:
 - taking part on any school-organised or school-related activity or
 - travelling to and from school or
 - wearing school uniform or in some other way, identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Pastoral care for school staff accused of misconduct:

The Governors expect the 'Positive Behaviour' policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and other staff' guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.