



Horspath C of E Primary School Positive Behaviour Policy

Mission Statement

“Achieving Excellence”

All members of our school community were consulted over and agreed our Mission Statement. This statement is central to the caring ethos of our school.

Staff and Governors of Horspath School has agreed a set of core behaviour principles for members of the school community. These Principles are defined by the school governors in consultation with staff, parents and pupils and form the basis of the rest of this policy. There are 10 principles 5 relating to the whole school community and 5 relating specifically to pupils.

All members of Horspath C of E Primary School community will:

1. Experience an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness, and a sense of citizenship throughout the school community in everyday practice.
2. Be treated fairly, without discrimination regarding race, ethnicity, gender, sexual orientation, religion, or age.
3. Role model standards of behaviour expected by the school
4. Feel safe at school, and not endanger the safety of other pupils.
5. Have the right to be heard and listened to.

In relation to pupils:

1. Pupil will be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
2. Behaviour will deal consistently with pupils in terms of rewards and sanctions.
3. Pupils will be polite and respectful to adults and peers.
4. Pupils have the right to learn without distractions in the classroom caused by misbehaviour.
5. Pupils will respect the school environment and equipment.

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Horspath School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.

- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- Our Christian ethos
- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for high quality first teaching
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following agreed Codes of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

Non-Negotiables for our school community

We expect adults that work her to:	
Be on time to pick pupils up from the playground	Listen to the pupils, value their contributions and respect their views;
Speak respectfully about all members of our school community	Show interest and enthusiasm for their work and in the pupils' learning
Ensure that lessons are well prepared making use of available resources and set appropriate homework	Share with parents any concerns that have about their child's progress or development
Always behave in a professional manner	
We expect parents of our pupils to:	

Be aware of the school rules and procedures and encourage their child to abide by them	Act as a positive role model for their child in their relationship with the school
Attend planned meetings with teachers and support school functions	Ensure that their child attends school regularly and arrives on time
Show interest and enthusiasm for school and in their child's learning	Provide the school with all necessary information about their child
We expect pupils to:	
Arrive at school on time	Conform to conventions of good behaviour and follow the school rules
Respect the views, rights and property of others and behave safely in and out of class	Accept ownership for their behaviour and learning and develop the skills of working independently
Walk sensibly and quietly in corridors	Keep our school litter free
Work as hard as they can in class and set a good example for others	Be truthful, well-mannered and kind

Rewards

At Horspath School we believe it is vital that positive behaviour is rewarded through systems both in the classroom and across the school. Our reward system is transparent and clear and we take care to ensure pupils see it being applied consistently and fairly.

We not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated, we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child via postcards, emails, notes
- A simple word of thanks
- Sticker, badges or stamps
- Star Worker and Values Champion awards
- Golden moments
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councillors etc
- House Points and end of term/ year house treats

Star Worker/ Super Stars (Acorn)

Every week each teacher will choose a pupil to be the class's Star Worker. This award will be given right through all classes. The class teacher will choose and pupil who in their opinion has made a significant effort in class that week. The award will be presented in Family Assembly and their names will appear in the following newsletter.

Values Champion

The class teacher will choose a pupil, who in their opinion has made a significant contribution or being a positive role model in in class. The award will be presented in Family Assembly and their names will appear in the Weekly Newsletter.

Attendance Rewards

Half termly 100% attendance stickers will be given to pupils who achieve 100% attendance that half term. Badges will be awarded to pupils who achieve 100% attendance for the whole school year. Those with attendance above 98% (school target) will also be rewarded.

House Points, House Captains and Vice Captains

Horspath School has adopted a house points system which fosters a sense of belonging and identity on our school. Children are divided in to one of three Houses:

- ☺ Sapphire (blue)
- ☺ Ruby (red)
- ☺ Diamond (white)

House Points are awarded for range of behaviours including the following:

- Being Careful and kind
- Being polite and friendly
- Being helpful
- Being hardworking and try our best
- Being respectful and tolerant
- Completing work to a high standard
- Going the extra mile
- An extra 50 house points is awarded to the house with the best attendance.

House Points are totalled each week and updated on the house point's board. Each half term a cup is awarded to the winning house and house members get a non-uniform day. A special reward is given at the end of the year to the House with the most points overall.

Children apply for the position of House Captains and Vice Captains. These positions are seen as very important and special in our school and they come with roles and responsibilities. House captains are also invited to be co-opted members of our school council

Sanctions & Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Horspath School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.

- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore as a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers regularly
- Clarify with all involved any areas of concern

Scripting for good choices:

The following scripting is useful for helping pupils adjust their behaviour. All adults will use scripting to enable pupils to be successful.

Step 1, Teacher: "John, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise John if he complies)

Step 2, Teacher: "John, this is a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you." (Allow take up time and praise John if he complies)

Step 3, Teacher: "John, you have chosen not to follow my direction. I need you to work away from your group for a short time."

Strategies for good behaviour management

- ❖ **Acknowledging** (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- ❖ **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ❖ **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- ❖ **Non-verbal Cues**- hands up, finger on the lips, the "look".
- ❖ **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ❖ **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time do not stand over pupils in a confrontational way.
- ❖ **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- ❖ **Physical Proximity**- move closer to a disruptive pupil
- ❖ **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ❖ **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- ❖ **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- ❖ **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ❖ **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ❖ **Private Reprimand**- a quiet word rather than a public confrontation.

- ❖ **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Suspension and Expulsion of Pupils (Exclusion)

The school reserves the right to Suspend or Expel a pupil in line with DfE and OCC procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

The DfE Guidance is clear that exclusion is a sanction, a punishment for actions that seriously or persistently breach the school’s behaviour policy. Exclusion, particularly permanent exclusion, should only be considered as a last resort. A head teacher taking a decision to exclude a pupil must be satisfied that there has been a serious breach or persistent breaches of the school's behaviour policy AND the pupil remaining in school will seriously harm their own or others' education or welfare.

Exclusion is never in the best interests of the pupil, nor does it give a pupil access to specialist provision that would otherwise not have been available. Pupils with special educational needs, including those with social, emotional and mental health difficulties, experience disproportionately high rates of exclusion. The DfE Exclusion Guidance expects schools to take additional action to reduce the risk of exclusion of pupils with SEN in addition to the reasonable adjustments schools must make under the Disability Discrimination Act 2002. The Guidance is clear that it is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet.

Reasonable Force/ Safe Handling

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child’s best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)
- Recorded and reported appropriately

Monitoring and evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and

pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice

Pupils placed on the SEND register will have their own IEPs. These will be reviewed if their behaviour at school is a concern.

Review of the Policy:

The School Council has played an active role in the formulation of this Policy. The Policy has been widely consulted upon with staff and Governors.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Safeguarding & Child Protection
- Anti-Bullying
- Attendance Policy
- Attendance
- Staff Code of Conduct

Agree Date	Review Date	Person Responsible
Autumn 2019	Autumn 2020	Head teacher

Horspath C of E Primary School

Achieving Excellence

Our School Rules are

1. We are gentle, kind and helpful
2. We work hard
3. We look after property
4. We share
5. We listen
6. We are honest

Positive Recognition/ Rewards

When we choose to keep to these rules, we may receive the following rewards;

- | | |
|-------------------|--|
| 1. Praise | 2. House Points |
| 3. Stickers | 4. Values champion or star worker awards |
| 5. Golden Moments | 6. Class/ house treats |

Behaviour Levels

Low level	Moderate Level	Serious level
If I choose to break a rule, I will be given 2 warning. If I persist a consequence will be given.		If my behaviour is serious, I may not be given a warning before a consequence is issued.
Off task behaviour Telling tales Dropping Litter Constant talking Shouting out Leaving seat without permission Being slow to follow or not following an instruction first time Time wasting Telling lies (one off) Running in corridors Pushing in line Chewing Gum Borrowing without permission Leaving work area untidy Persistent wearing of Non uniform/ jewellery Playing roughly/ play fighting Annoying others or disrupting their games	Constantly shouting out Poor effort Distracting others Not completing enough work Deliberately messy or untidy work Bad language (one off) Answering back Unkind remarks Repeatedly not following instructions Telling lies (persistent or continuous) Physical or verbal threats	Vandalism e.g. damage to school property/ graffiti Violent outbursts verbal or physical Refusal to cooperate with adults Inappropriate gestures or touching Swearing Stealing Leaving school without permission Fighting Verbal, non-verbal or physical bullying On line abuse Racist, homophobic, biphobia, gender based, religion based discriminatory language Serious assault Use of or in possession of drugs/ solvents / weapons

Consequences

Low level	Moderate Level	High Level
Reminder (attention drawn to the rule being broken) Verbal warning x 2 Working away from my table / group 5 minutes off break or lunchtime Parent/ carer informed *where behaviour persists treat as moderate	Work in another class for a session 15 minutes off break or lunch Letter sent home to parent/ carer Behaviour logged Behaviour contract	Behaviour support plan/ contract Alternative timetabling Loss of privilege Exclusion from trips, visits or special events Missed lunchtime- including eating time Internal exclusion (work in another class or an office for a morning or afternoon or whole day) Fixed term exclusion (suspension) Permanent exclusion

Restorative practices

Pupils will be strongly encouraged and expected to make it right when they have made a wrong choice. In doing this they may need to

Apologise – written or verbal

Clear up- if their behaviour has caused a mess

Do a job for the person affected by their behaviour

Pay for items of property they have broken

Adults will be mindful to manage the restoration sensitively so that it is not seen as unjust or unfair

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences (use cautiously)
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the pupil away from the group for a short period. This models a nonviolent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ❖ Always remember to give a thought driven professional response to a pupils behaviour
with a view to de-escalating the situation
- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- ❖ Consistency of approach from all adults
- ❖ Give the following messages to all pupils;
 - “I want you to succeed in my class.”
 - “You are responsible for your own behaviour”