Positive Behaviour Policy

Approved at L&D committee meeting on: 3rd October 2024

Review Period: 2 Yearly

Date for next review: October 2026

Positive Behaviour Policy

The school's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. It is underpinned by our principles of Achievement, Wellbeing and Opportunity. The welfare and safety of pupils is paramount.

- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect as well as promoting independence and self-discipline accepting responsibility for one's own actions.
- We understand that every child is an individual and so we treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The policy also aims to develop pupils' learning behaviours so pupils have the opportunity to achieve to the best of their ability.
- This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site.

The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

We aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty, respect and courtesy.
- Provide a safe, caring and effective learning environment.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability
- Show appreciation of the efforts and contribution of all.
- Create accountability for your own choices.
- Promote citizenship with an understanding of rules, rights and responsibilities.

The Behaviour System

To ensure consistency in following these values, pupils from Reception to Year 6 follow the same behaviour system. This is based around the behaviour theorist Bill Rogers' approach, YOYOB

You
Own
Your

Own
Behaviour

The expectation is that all children clearly understand their class rules and take personal responsibility for following them. If pupils exceed these expectations, there will be positive consequences through a clear set of rewards. If children understand the rules and choose to break them there will also be consequences for their actions.

Rewards and Sanctions

These are managed through the 'Crystal Code of Conduct' (see Appendix 1)

- Staff congratulate pupils for their positive contributions and they move up the crystal receiving smilies, vouchers, postcards. The top reward is a letter home from the Head which relays to the parents the good behaviour shown by their child that day.
- We give special recognition in assemblies for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is given out in a Head teacher's award. Anyone receiving the Head teacher's award has a photograph of themselves displayed on the Head teacher's Award Board with their certificate to show the reason for their award.
- Rewards and incentives are used across the school in the form of smilies and tokens. Any adult in the school can award a smilie for good work or effort. When a pupil has 10 smilies, they exchange them for a token for their team, of which there are five within the school. At the end of the term, the team with the most tokens can choose from a range of rewards agreed on by the Student Council. When a child has 50 smilies they receive a certificate in assembly and another certificate when they achieve 100 smilies. This is a whole school reward activity for all to participate in.
- Certificates or stickers are given in the school assembly for 100% attendance at the end of every term.
- Individuals may also be given special stickers or effort cards for work, effort or acts of kindness.
- Acknowledgements of pupils' achievements outside school are also shared in class or assembly times, as well as in the school's regular Newsletter.

To ensure a safe and positive learning environment, we employ sanctions appropriately to each individual situation. We separate the child from the behaviour so they understand it is their behaviour choices which need changing. In this scenario the children will move down the crystal receiving firstly a verbal warning. This enables the pupil to understand that there will be consequences if they continue with the inappropriate behaviour. The bottom of the crystal mirrors the top with a head teacher's letter to parents as a final consequence.

Our behaviour policy follows our legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy.

Sanctions are imposed for behaviour which prevents the school from fulfilling its function to develop fully the potential of all pupils. This may be when an individual is behaving inappropriately, preventing their own learning, or when unacceptable conduct disrupts the teaching and learning within the school.

The consequences are modified a little for younger pupils with reflection time being more immediate.

Please refer to Appendix 2 for Staged response list.

Following an incident, a pupil may need a 'cooling off' time. In these circumstances the pupil will be allowed to sit in a quiet location until they are calm. At an appropriate time, we will engage with the pupil to talk about what happened.

- What were you thinking at the time / What did you want to happen?
- What have your thoughts been since?
- Who has been affected by what you did and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

The pupil who has been harmed may also be spoken to.

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These strategies help us to develop a restorative approach for our pupils, where things can be sorted in a more amicable way with understanding from all parties.

Teachers keep records of the incidents involving their pupils. Significant incidents are recorded using our online MIS system. These are collated and monitored.

Class Teacher

- At the start of a school year, it is the responsibility of class teachers to work with the pupils to reinforce the principles of our positive behaviour policy. They should establish the Crystal Code of Conduct systems to boost self-esteem and to promote positive attitudes towards learning. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, with respect and understanding.
- Incidents of unwanted behaviour and the action taken are recorded. In most cases this is dealt with by the class teacher. In some cases, the child may be referred to a more senior member of staff or the Head teacher if they continue to display inappropriate behaviour. All will be proportionate and may vary according to the age of the child.
- The class teacher reports to parents about the progress of their child, and may also contact a parent if there are concerns about the behaviour or welfare of a child.
- If a pupil has to miss a break or lunchtime, pupils will be given time to eat, drink and use the toilet.

More serious behaviour incidences

In cases of repeated misbehaviour or when a behaviour incident is extreme, for example, it causes harm to themselves or others, staff will no longer use the crystal and will instead speak to a member of the Senior Leadership Team.

In some cases, one member of the SLT will manage the situation and will select the sanction required. The member of SLT or class teacher will then inform the parents. If there has been a

victim involved in the incident, the parents of this child will also be contacted to discuss the situation and how it has been resolved.

In more extreme circumstances, further meetings may be arranged between senior staff, parents, staff linked to the class of the child and any other professionals involved with the pupil.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date given.

If the pupils behaviour is linked linked to a special need, the plan may be recorded on an ABC form to identify the possible causes and triggers for the behaviours.

If the behaviour causes harm to the pupil or other children or adults, the team of staff around that child may need to write Risk Reduction Plan with the support of a Risk Assessment Calculator. This would be done alongside the parents and the team that works with the child to ensure a consistent and positive approach to supporting the child with their behaviour.

If the behaviour continues even with these steps in place, the Head Teacher may need to make the decision to exclude the child for a period of days. This may lead to a managed move or permanent exclusion in the most extreme of cases.

Head teacher

It is the responsibility of the Head teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

In severe cases of aggressive or violent behaviour which may cause physical harm, major disruption or damage to property there may be the need to use force or restraint in order to keep children and adults safe. This would be done in a controlled manner.

The Head teacher will ensure that all staff have support carrying out any behaviour sanctions and to put any relevant training into place.

Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave.

Strong partnerships develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the local authority 'Exclusion Guidance June 2023' which is based on the DfE regulations.

- Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school.
- If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that 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 Head teacher informs the LA and the governing body about any exclusion whether fixed term or permanent.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The governing body has an Appeals panel made up of between three and five members. This panel considers any exclusion appeals on behalf of the governors. The panel consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

Monitoring and Review

The Head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school monitors behaviour through is online MIS system which is regularly monitored and reviewed to identify patterns, support or training for staff that may be needed.

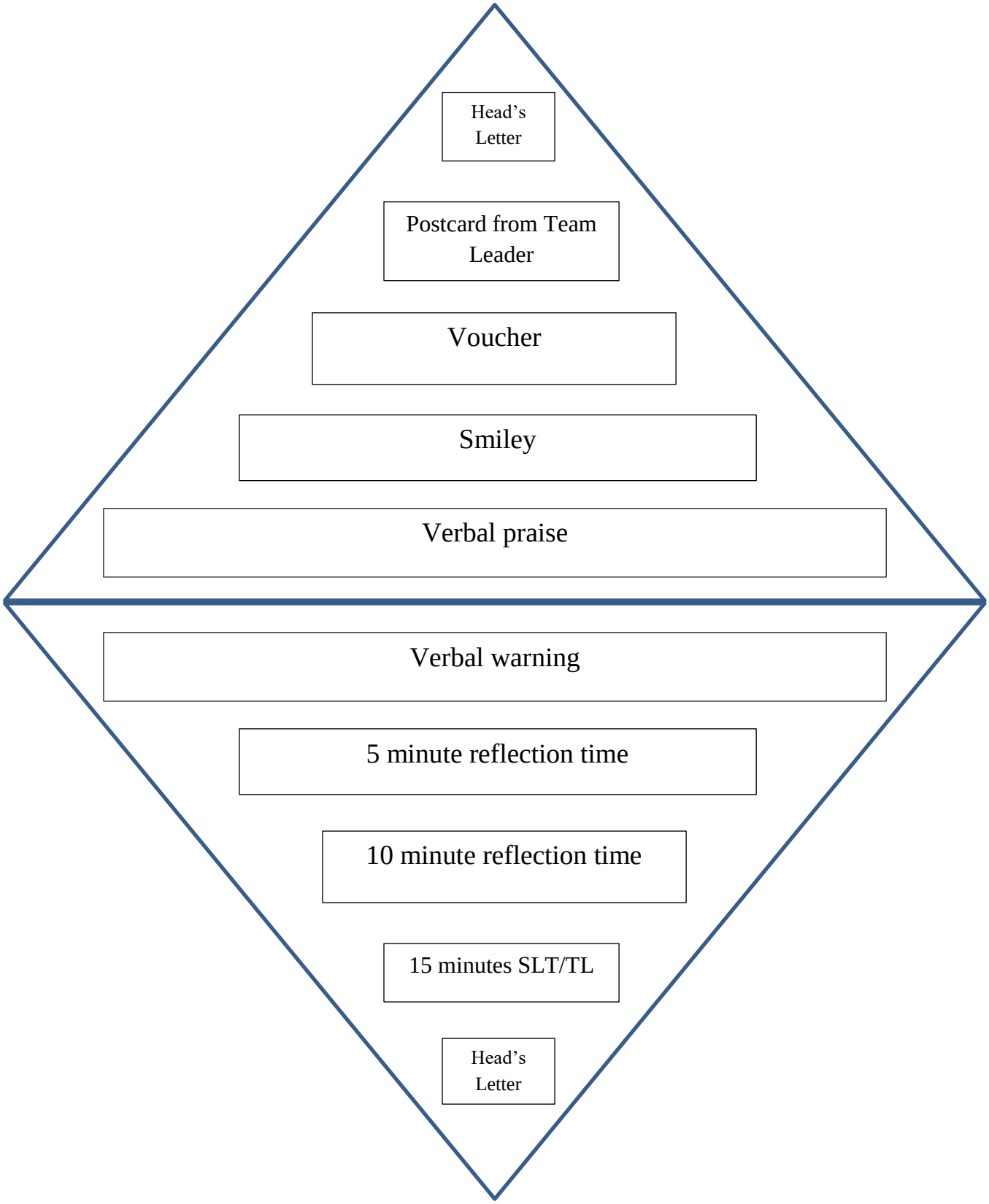
The Head teacher keeps a record of any child who is excluded for a fixed-term or permanently.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Crystal Code of Conduct



Appendix 2

The following **Crystal Code of Conduct** is in place for each half day classroom session. At the end of lunch, a child has a 'Fresh start'.

Y.O.Y.O.B (You Own Your Own Behaviour)

Classroom	
First time a rule is broken: Verbal warning	**1**
Second time a rule is broken: Verbal warning card; 5 minutes reflection time- Lost learning time to be made up	**2**
Third time a rule is broken: 10 minutes reflection time outside the class room – Lost learning time to be made up.	**3**
Fourth time a rule is broken 15 minutes reflection time with member of SLT or Team Leader	**4**
Fifth time a rule is broken Letter from the Head Internal Exclusion **Parents informed** with a letter explaining their choices. Noted on Behaviour Record in pupils personal file kept in the office.	**5**
Fixed Term Exclusion Parents contacted immediately to remove child from school if appropriate. Meeting with parents and class teacher (SENCO if necessary) to discuss the way forward.	**6**

Other possible responses depending on severity and frequency

Move to another place

Apologise - verbal / letter

Repeated actions pre stage 4 result in Risk management Plan being implemented.

Confiscation of belongings as appropriate

Home at lunch times

Restrict / Deny participation in a voluntary / optional activity

School based community task such as removing of litter, graffiti etc.

Guidelines for Implementing YOYOB

- be calm and matter of fact;
- be consistent; remind the child about YOYOB and that there will be a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the responsibility of the child in making their choice;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied;
- provide an opportunity for a child's need to discuss/explain their action, possibly through:
  - writing a note to request a talk later;
  - providing a notebook in which they can record their comments;
  - providing a 'token' (object, sign, etc.) that a child can use to suggest they want to talk about their behaviour;
- record the more serious incidents of inappropriate and disruptive behaviour on a behaviour record sheet which may result in further action taken.

Never deny a child a compulsory curriculum activity (e.g. games, music, physical education…) as a sanction because they have a legitimate claim to participate.

GOING DOWN THE CRYSTAL:

Behaviours	**Consequences**
Low level behaviours:	
in possession of mobile phone / device	confiscate for the day - make a note in the behaviour book and note that item returned
fiddling with others' hair	Remind pupil of YOYOB and code of conduct Start crystal system
playing with rulers etc	
shouting indoors	
misusing equipment	
Making noises	
swinging on chairs - not sitting on them properly	stand up or sit down instead after 1st warning
not sharing - snatching	
talking when others are talking	
invading personal space	line up at the front of lines etc

refusal to complete tasks / work	complete work at break / lunchtime / as homework
pushing (in line)	if the majority of the class, make them line up again
running indoors or in 'WALK' areas	go back to the place and walk
Medium level behaviour	
low level swearing	make the child aware of what they are doing repeated – go down the crystal as appropriate
throwing small items	warning
name calling / teasing	make the child aware of the impact of what they are doing
rough / dangerous/inappropriate play	Remind pupil of YOYOB and code of conduct Start crystal system
Attention seeking copycat behaviour	Time out can also be used
disrupting games / activities	Remind pupil of YOYOB and code of conduct Start crystal system
huffing / shrugging / rolling eyes inappropriate voice (disrespectful)	
answering back	
non-compliance - requests / instructions	
lying	
High level behaviour	
vandalism /damaging equipment with intent/tearing up work/marking walls with kicks or punches	e.g. rulers, equipment, graffiti, put right, Remind pupil of YOYOB and code of conduct – Either send pupil straight to SLT/Teamleader or evacuate class – inform SLT Calm down in isolation. In the use of isolation, pupils can leave the room of their own free will unless there are very exceptional circumstances where harm may occur to a member of the school e.g. another pupil or adult.
swearing - general	
Throwing things at a person	
swearing at someone	

offensive gestures	
hiding other people's possessions	
encouraging misbehaviours in others	
Hurting another: biting, kicking, punching, spitting	Consider age, severity and intent
inappropriate touching - others	both sets of parents informed
exposing self to others	both sets of parents informed
deliberate humiliation e.g. pulling trousers down	both sets of parents informed
stealing	both sets of parents informed (where relevant)
hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing/spitting	both sets of parents informed if severe (i.e. mark left/first aid required/child extremely distressed)
Leaving school site	Inform SMT, follow at a safe distance and inform parents and police.
possessing a weapon in school (e.g. knife)	confiscate for the day - make a note and note that item returned to parents.
throwing any items such as chairs or items over the void	Escorted downstairs. Internal exclusion in set location
bringing prohibited items into school including knives, weapons, alcohol, drugs, fireworks or any item that could cause offence or harm to a person or property.	Any weapons or offence materials must be handed over to the police.
malicious accusations against school staff	SMT will take advice from Local Authority Education Advisors and LADOs after an investigation.
attacking member of staff	
bullying - see Anti-Bullying Policy	
bullying - physical	Bullying policy
bullying - excluding	Bullying policy
bullying - verbal	Bullying policy
bullying - cyber-bullying	Bullying policy
bullying - racist, homophobic	Local Authority Racial Incident Log

GOING UP THE CRYSTAL

Behaviours
Offering an idea, solution, answer or explanation above what is normally expected
Showing good manners towards others
Giving answers to difficult questions
Showing what we have learnt by using or applying it.
Doing our best at deep dive challenges
Encouraging/ helping a friend without being asked
Encouraging/helping another without being asked
Using initiative
Showing kindness to a friend eg inviting them to join in a game.
Showing kindness to someone else eg inviting them to join in a game.
Solving a problem to help others eg clearing others' things up as well as your own
Being trustworthy to deliver a message/resources around school
Actively showing resilience eg having another go without being prompted, redrafting a piece of work without being asked. Trying something new.
Taking action to keep someone else safe
After marking, the teacher thinks you have go over and above what was expected.
Thinking 'outside the box' – giving an answer the teacher has not thought of.