



LADYBARN PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY

February 2022

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Date: February 2022

Renewal date: Spring 2024

Intent

Behaviour is key to ensuring each child has the environment to support develop their academic and social skills that will allow them to succeed both in school and as an adult. All members of the school community are key to ensuring that the behavioural practices and restorative approaches within school allow all children to thrive. The intent of this policy is to set out the strategies, systems and expectations that support all staff to develop within children the understanding about their behaviour and the self-discipline in order for them to reach their potential.

Aims

- To create a safe and caring environment
- To teach children to think about their behaviour and to learn self-discipline
- To give children the children the chance to make decisions about their work and play and so they can learn about responsibility and independence
- To promote social education
- To recognise, reward and emphasise positive behaviour
- To promote a consistent framework for children's behaviour through the involvement of all school staff
- To gain parental support and involve parents at all times and opportunities

Implementation

- All staff implement the behaviour policy
- The school values are displayed in each classroom and are fully explained to the children each term
- All parents' full support is sought
- The behaviour plan focuses on the positive reinforcements of the school values
- Bullying is actively discouraged and effectively dealt with

Our School Values

To help protect our rights and encourage us to be responsible, we have basic rules for our behaviour in school.

- We are kind and gentle to each other
- We are honest
- We work hard
- We listen to people
- We look after our school

The Restorative Approach

The restorative approach combines high expectations of behaviour with high support and is characterised by doing things with people rather than to them. It allows us to address problematic behaviour empathetically whilst maintaining strong relationships.

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people

through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows **ALL** parties to have their right to be heard respected.

About Restorative Language

There are five key things within restorative practice.

Theme 1 – unique perspective – Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.

Theme 2 – Thoughts and feelings – What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

Theme 3 – Harm and Effect – When there are conflicts then harm can result in terms of anger, other negative emotions and damaged relationships and connections between people.

Theme 4 – Needs – Whether a person has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met, the harm may not be repaired and relationships can stay damaged.

Theme 5 – Putting things right together – it is the people affected by a situation who are best placed to identify what should happen so that everyone can move on. The ownership of problem solving demonstrates respect and trust and strengthens connections.

When our pupils find themselves in conflict or upset, we will ask them:

UNIQUE STORIES

What happened?
What then? What was happening before?

THOUGHTS INFLUENCE FEELINGS

What were you thinking when it happened? What did you feel inside when it happened?
What were your thoughts and feelings before it happened? What was the hardest thing?

HARM AND AFFECT

How are you now? Who else has been affected?

NEEDS

What do you need to feel better? What do you need now? What do you need now to move on from this? What does anyone else need?

PUTTING THINGS RIGHT TOGETHER – OWNERSHIP OF PROBLEM SOLVING

What needs to happen to put things right? What does this look like? How does this leave you feeling? Are you ok with that? If you can't do this, what can you do?

If the incident involves more than one child then the questions are asked to each child individually and then the teacher facilitates a restorative conversation in a circle to help resolve the issue between the children involved.

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused. This may or may not involve a consequence. Where consequences are introduced we try to explicitly link to them to the incident.

Restorative behaviour process and chart

Most situations can be dealt fairly and promptly by using the above questions.

Foundation Stage

A restorative approach is also used in Foundation Stage. There is a real focus on children developing the language so that they can manage their relationships and interactions in school.

The same school behaviour rules apply as for the rest of the school. Where children are not following school expectations, a member of staff would speak to them in a supportive manner to explain why the behaviour is not acceptable and redirect them to play with something else.

If the behaviour continued, were more serious or the child had got visibly upset or angry then a member of staff would take the child to a calm, quiet place to have some "time in." This might be time alone but also could include involve sharing a book together or playing together. Once the child was again calm, then an age appropriate language restorative dialogue would take place to explain how that behaviour has made other people feel and why we are not allowed to act in that way. Children are encouraged to both show and say sorry.

The Traffic Light System

This is a **positive behaviour management system** - to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects children's right to be safe and learn.

Throughout school, there is a clear behaviour management progression that moves from

Supporting and encouraging positive behaviour



The warning zone



Tackling negative behaviour

Progressive Circles



Gold – for exceptional / consistent behaviour



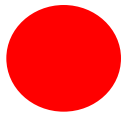
Silver – for particularly excellent behaviour



Green – where all children start the day and are expected to stay



Amber circle



Red circle

All the children's names start each day on the green circle.

Supporting and Encouraging Positive Behaviour

We aim to build a climate within school that encourages responsibility and cooperation.

Children who stand out in class in a given day may move their name, initially, to the silver circle. If a child whom has moved to silver continues to stand out in terms of good behaviour, continuing their good example set to other children, their name can then be moved up to gold board.

At the end of a term the top 3 children on gold get a whole school reward.

Positive behaviour is encouraged in a wide range of ways which are integral to the whole class working day. These include:

- Creating and further developing positive relationships with each child in the class by going the extra mile to find out about the child's wider interests both in and outside of school
- Balancing praise and encouragement with correction aiming for a ratio of 6:1
- Using positive and motivational language in class and when talking about behaviour, making the behaviour inappropriate, not the child
- Modelling the behaviour you want to see from the child
- Building a positive working environment in the classroom
- Preventative strategies that are personal to particular children
- Gearing the curriculum and the learning environment for maximum success in a wide range of academic and non academic activities.
- Acknowledging children when they are behaving responsibly, well, positively, thoughtfully, etc. through public acknowledgements, such as,
 - Verbal/ non verbal praise
 - Stickers and positive comments on work
 - Special responsibilities
 - Letters/postcards home to parents
 - Weekly award in Awards Assembly and tea party
 - Positive visits to other teachers/senior leaders
 - Positive meetings with parents
 - Positive slips home
 - Class rewards
 - Prize Boxes

The 'warning zone' This 'zone' provides a bridge between positive comments and reward and actual *consequences* for misbehaviour. Its purpose is to alert the children to the fact that they need to change some aspects of their behaviour and gives them a chance to make different choices. Very often, use of praise for children who are doing the right thing will refocus the children who are not. This should always be used in the first instance.

There are two stages of the warning that teachers follow one after the other.

Firstly, is a **verbal warning**.

The teacher draws the attention to the inappropriate behaviour and states clearly what the expected behaviour is. The teacher may then use a phrase like 'I have reminded you of the behaviour I expect and believe you will use this verbal warning to make a better choice about your behaviour.'

Following this stage, **is sitting on their own** for age appropriate minutes (6 years = 6 minutes, 10 years = 10 minutes). The child is moved away from the other children and the lesson. There should be a designated area in the class for this purpose and is always used for this purpose. The child must be made aware that this is the last chance they have to make better choices about their behaviour. An egg timer / clock should be used. The child is then supported to re-engage in the lesson with a verbal reminder of how to do this in a positive way and the consequences of not doing so.

If the negative behaviour continues, staff should move to strategies to tackle negative behaviour and support positive behaviour.

Tackling Negative Behaviour

Amber circle

- The child must move their own name over to the amber circle
- The child's name must stay on the Amber circle
- This results in a consequence of some time lost (3-5 minutes) to be missed from their break time. If this behaviour happens in the pre-lunch period, teachers can use their discretion about whether some time is lost at lunch.
- It is important the class staff spend some time reflecting with the child about their behaviour with the focus being on repairing the relationships and focusing on positive things they are doing and feeling in order for them to improve their different behaviours
- CPOMS recording would be dependent on the context of the child-parent dynamic so for example, the staff member may record if there is a child-parent dynamic that would require this detailing and this log, or they may record amber incidents where there is a high frequency of such incidents.
- **If this pattern continues through the week**, the parents are to be informed on an informal basis. This is left to the discretion of the Teacher.
- If behaviour improves, then the child moves their name back to the green circle.

For instances when you are not in the classroom (PE, Games, etc.) the children will need to move their name over as soon as they return to the class. It is advisable to take some paper to jot down the names.

If the misbehaviour **continues, escalates on the same day or is considered more serious eg hurting another child**.

Red Circle

- The child must move their name to the red circle
- This is entered into CPOMS and the reason given. Parents are informed.
- The child is sent to their paired class for 15 minutes to complete a Reflection Task. They are to be accompanied by another child and on re-entry to the class a working relationship should be rebuilt rather than continuing the incident. Essentially the message is 'let's start again'. The child's name should now be moved back to green
- It is always the endeavour of teachers to get the child back into the positive zone of behaviour management.

Patterns of persistent misbehaviour

These are when:

- A child has been on amber circle a number of times over a short period of time or
- Has been on red circle a number of times or
- A combination of the two

Under these circumstances, teachers will need to ask parents to come in to discuss the need for their child to now be on a Behaviour chart.

Behaviour Charts

A behaviour chart should be provided for children who are not able to manage their behaviour through the usual channels of rewards and consequences in the behaviour policy These are devised with the AHT or HoS and are tailor made to meet the individual child's needs.

Monitoring

Behaviour is monitored by the Head of School and Assistant Headteachers.

Any children who have a significant number of incidents will be discussed by the senior leadership team. This will be an opportunity to look at any support needed either through support structures in class or through interventions.

Playtimes / Lunchtimes

At these times a range of strategies are used to encourage and promote good behaviour. These include verbal praise, stickers, special responsibilities and lunchtime awards

- Whole school rules are in operation at playtimes and lunchtimes
- Children are encouraged through verbal praise to play co-operatively.
- Those not following the rules are given a verbal warning. Those who still continue to choose not to follow the rules are asked to stand by the teacher for a period of time.
- Children who have been fighting, hurting one another, repeatedly not listening to an adult are referred to a member of the senior leadership team.

Severe Behaviour

Such incidences include:

- Fighting
- Walking out of class
- Walking away from a member of staff
- Malicious allegations against staff

Serious incidents that happen in school should be reported to the senior leaders who will deal with the incident. Those involved will be asked to write down the events that occurred. Written accounts may also be taken from other children who witnessed events. Those involved will be kept out of the class for the remainder of the day and a letter will be sent home that evening signed by that Senior Member of staff.

After an incident

Any incident can have a negative impact on relationships, self-esteem and mental health. After any incident is important that the people involved ensure that children are clear on what has happened and what will happen going forward. It is also important that after an incident time is taken to repair any damage to relationships between all parties involved. Again, children need to be taken back to their position of strength, around positive behaviours they already use in order to develop and use the expected behaviours identified as part of the incident.

Exceptional Cases

In the cases of a serious incident, the Head of School / EHT may reluctantly take one of the following steps, depending on the severity of the incident and the records of previous interventions / exclusions:

- Seclusion – child spends time in school but out of their class and / or in a separate room for a period of time (ranging from half a day to 3 days), supervised by a member of staff
- EOTAS exclusion – child is excluded from class, given 0.5 education from a teaching assistant in isolation from other children and 0.5 day's work undertaken at home with work provided. The EOTAS exclusion may be carried out at another Trust School site as a further escalated consequence.
- Fixed term exclusion (see LA guidelines)

- Permanent exclusion (see LA guidelines)

Children with particular needs

Some children with very specific difficulties find it hard to behave and they will be given further support by the school.

Additional support in place:

- A visual personal version of the traffic light system is provided for each child. This version has more stages, providing more opportunities for children to change their behaviour.
- Pastoral Support Worker – Time is allocated for the child to see the PSW who will provide a tailor-made support programme both within and without of class aimed at addressing the particular behavioural / emotional needs of the child.
- Children who are on the SEN register for behaviour will have an Individual Behaviour Plan

Consequences

From time to time there may be a need for further consequences. This will be done on a case by case basis and should be in discussion with SLT. This may involve time off the playground, directed play or working with a member of staff on behavioural techniques. After any consequence, staff need to spend time supporting the child to develop the expected behaviours, by first identifying and then building on the positive behaviours the child is already using, before moving into the behaviours that need development.

Safe Handling Procedures

Positive Handling

From time to time there may be an individual child who will require the use of reasonable and appropriate force in order to protect the safety of the child and those around them. It will always be in the best interest of the child.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, school will generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Positive Handling Plans

Once positive handling has taken place or if a child has an Individual Behaviour Plan which highlights this need, then the child will have a Positive Behaviour Plan. This will allow risk to be assessed and develop strategies in dealing with individuals. Parents are to be informed and consulted when Positive Handling Plans are developed.

Behaviour out of School

Disciplinary sanctions may be imposed even in relation to conduct that takes place outside the school premises where the school feel it is appropriate. (Cyber bullying etc).

Paired Classes

Classes are paired up within their phase for when children need to go and reflect in another class on red – this is organised by the AHT

*COVID restriction changes. Partner classes are not able to be accessed due to COVID bubble restrictions. Children will fill out their reflection sheets in class. If behaviour continues it may be necessary to call upon the Head of School earlier than during non COVID times to support the behaviour.

Antibullying

Principle 8 - The school will address bullying and prejudice motivated incidents. The school takes bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. The school will take into account the specific guidance issued by the DfE on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. Training will be given to members of staff to ensure they are aware of how to identify and to deal with such incidents.

This policy should be used and with reference to the Trust Anti-Bullying Policy.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour on CPOMS

The Executive Head/Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equality Duty

This policy is underpinned by the key principals of the Equality Act 2010. For cases of online /cyber bullying please refer to the Safeguarding and E Safety policies.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The Trust Board will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Review

The Trust Board reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Trust Board receives recommendations on how the policy might be improved.

Issue Status

Date	Issue Name	Date approved by Trustees	Review date
July 2016	Version 1 – July 2016		Summer 2021
September 2020	Version 2 – January 2021		Summer 2021
January 2022	Version 3 – January 2022	March 29 th 2022	Spring 2024
Policy updated to include restorative practice guidance and information			

Our Values

We are kind and gentle
We are honest
We work hard
We listen to each other
We look after our school
We accept responsibility for the things we do

The Restorative Approach

At the heart of the restorative approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

When our pupils find themselves in conflict or upset, we will ask them:-

1. What happened?
2. What did you feel inside when it happened?
3. How are you and who else has been affected?
4. What do you need to feel better? What does anyone else need?
5. What needs to happen to put things right?

Most situations can be dealt with fairly and promptly by using these questions, but if not, teachers can then refer to the traffic light system.

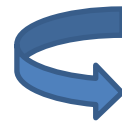
UNIQUE STORIES What happened? What then? What was happening before?
THOUGHTS INFLUENCE FEELINGS What were you thinking when it happened? What did you feel inside when it happened? What were your thoughts and feelings before it happened? What was the hardest thing?
HARM AND AFFECT How are you now? Who else has been affected?
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PUTTING THINGS RIGHT TOGETHER – OWNERSHIP OF PROBLEM SOLVING What needs to happen to put things right? What does this look like? How does this leave you feeling? Are you ok with that? If you can't do this, what can you do?

Managing Behaviour

All classes use the Traffic Light System.

This is used by:-

Supporting & Encouraging Positive Behaviour

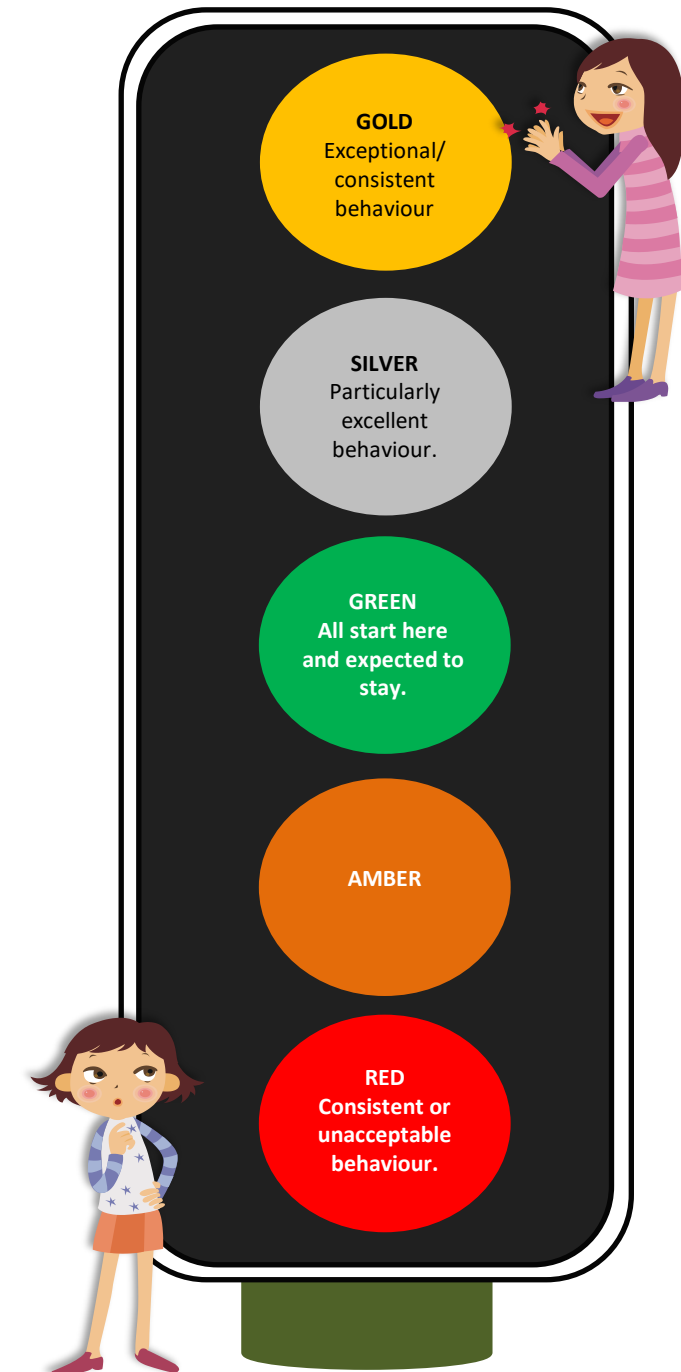


The Warning Zone



Tackling Negative Behaviour

All the children's names start each day on the green circle and move up or down accordingly.



Rewarding Good Behaviour

We actively promote positive behaviour in school with a range of rewards.

Daily

- Stickers
- Praise
- House points
- Special responsibilities
- Prize Boxes



Weekly

Each week, Monday awards assembly gives recognition for a different area including good behaviour awards.

Termly

At the end of the a term, the top 3 children on gold get a whole school reward.

Improving behaviour

Our children are actively encouraged to make good choices, however, to ensure that our school is a happy and safe environment where every child has the chance to reach their full potential, it is sometimes necessary for us to implement consequences to address negative behaviour.

These may include:

- Use of the Traffic Light System
- Time Out
- Behaviour Charts (individual behaviour support plans in consultation with parents/carers)

In exceptional cases, or in the case of unsafe behaviour, the Headteacher may be forced to consider a more serious consequence i.e. seclusion or exclusion.

BEHAVIOUR

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