



South Wingfield

PRIMARY SCHOOL

Positive Behaviour Policy

Also to be read in conjunction with the well-being policy.

At South Wingfield Primary School we, seek to create a happy, positive learning environment where everyone is valued and treated with respect and inclusivity.

What we want to achieve: The happiness and the wellbeing of our pupils underpins everything we do. We understand that when children feel happy, safe, listened to and respected then they make progress with their learning.

We believe that all pupils should be treated equally and taught key skills in:

- how to maintain positive relationships with peers and adults
- how to maintain a happy life
- how to use strategies to regulate their emotions
- developing self-discipline to encourage children to take responsibility for their behaviour and that choices have consequences
- mistakes are a part of life and we must learn from them and correct them where possible by taking responsibility
- positive learning behaviours which allow them and others to make academic progress.

Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers. Each class teacher teaches wellbeing lessons and PSHE lessons each week. The aim of the lessons is not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function socially. These are the core values that underpin successful peer relationships and exceptional learning attitudes.

We believe that it is both the responsibility of the class teacher and the child to manage behaviour. Class Teachers are expected to provide stimulating, well organised lessons which cater for a range of learning styles to engage the children and promote positive behaviour. Teachers should take ownership of the behaviour in their class and consider a variety of ways in which they can affect the negative behaviour in their room. Genuine, mutually respectful relationships between all members of the school community and an emphasis on praise and rewards are the most powerful tools in maintaining good behaviour.

All children know that they have our unconditional positive support and they matter to us all. In some specific circumstances, when needed, our school uses a number of sanctions to ensure a safe and positive environment for all.

Our three school rules are

- We are ready
- We are respectful
- We are safe

Positive Praise

The use of praise and positive encouragement is to be used to promote the correct behaviours. Children are given praise on an individual and group basis through:

- Points linked to qualities via Class dojo.
- Non-verbal (smiles, thumbs up, etc) and verbal praise
- Positive and constructive feedback on work
- Star of the Week awards – given for positive attitude, effort and achievement
- Pupil Parliament – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Rewarding good behaviour such as giving responsibilities for jobs around school, e.g. a librarian, assembly helper, green hero.

Children should be regularly taught to recognise and name emotions and their emotional well-being by using the mood meter.

Adult dos and don'ts for promoting positive behaviour for learning.

Adults in the school will not shout - nothing is gained by being verbally aggressive or modelling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence if needed.

After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).

- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible'). We describe the behaviour and the impact, and the impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at South Wingfield. You will need to miss some of your play whilst...."

- Teaching staff will start lessons promptly and punctually – empty time leads to misbehaviour.
- Have a clear seating plan– make it clear that lessons are about learning not socialising.
- Use a lining up order. Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere. Children will use their lining up order when lining up.
- Adults will insist on children answering you politely e.g. “Yes Miss XXX”. Likewise, use children's names rather than pronouns such as ‘you’, ‘sweetheart’ etc.
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- Adults will use ‘we’ when talking about expectations: ‘At South Wingfield, we do not throw pencils’

Positive behaviour sentence starters

I can see that you are feeling.....

I can see that you are finding it hard to.....
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I will help you...

Remember to make the right choice about your behaviour.

You seem to be finding it hard to...

I have seen that.....

- Adults will use ‘if’ and ‘then’ to clarify actions and consequences, e.g:
‘If you throw a pencil, you will then miss your play.’
- Adults will follow through on ‘if’ and ‘then’ statements made but **NEVER** make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.

- Adults will ensure they arrive to collect pupils from playtime on or before the end of play – arriving afterwards leads to unattended lines of children.
- Adults will ensure pupils move around school and at a sensible walking pace, walking with pride, hands behind backs and backs straight.
- Lining up should be calm and each child should give others around them space and stand with pride with hands behind backs.
- With their class, adults must refresh the class charter at different times in the year in order to ensure it remains relevant and a useful tool.
- All teachers must teach behaviour explicitly through wellbeing and PHSE lessons.

Managing low level disruption in the classroom using a warning system.

If redirection and positive encouragement do not work, staff will use the Warning System (explained below):

- Step one – Reminder of the expected behaviour. eg: “This is a reminder that we face the front and listen. Thank you.”
- Step Two – Warning. “I’ve reminded you to face the front and listen.” Show the child what they should be doing. “If you choose to carry on, you will miss your play.”
- Step Three – Relocation. The child will be moved away from distractions to somewhere where they can concentrate. They may be informed that they will now miss some of their play.
- Step Four – Reflection. If the behaviour continues and it’s disrupting the learning of others, the child will be sent to work in another class. The child will take their learning with them. If the child refuses to leave the classroom, a blue card will be sent and a member of the leadership team will assist. At this point parents will be informed. The Warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session. A child may need to reflect and complete a behaviour sheet.

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given.

These behaviours may include:

- bullying/racism/homophobic language
- swearing or obscene language
- fighting or intention to harm

- vandalism (school property or that of other pupils)/stealing
- throwing objects
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to go to another classroom when the warning system has been followed.

Use of the Blue Card

- Send the blue card to the office to request assistance when a child has not responded to reminders / warnings, is being persistently disruptive or has engaged in the serious misbehaviour outlined above.
- A member of SLT will attend and remove the child from class.

Exclusion

On rare occasions the head teacher may feel that a formal process should be activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehaviour is not improving as a result of the above strategies and learning of others is seriously hindered.

Very occasionally, an incident may be serious enough to warrant an immediate exclusion, eg: - the use of racial or homophobic language where the child is aware of its meaning and impact - causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or cyber) - physically assaulting a member of staff - causing permanent damage to the school building and property - when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully.

The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to deescalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.
- Key members of staff have restraint training throughout the school and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations. In the unlikely event of a serious breach of behaviour the school can use reasonable force:
 - when behaviour disrupts the learning of others and the child has refused to leave the classroom;
 - to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
 - when a pupil is at risk of harming themselves through physical outbursts. The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team. If the school has restrained a child, then the parent will be informed.

The school cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Lunchtime Behaviour

When there is negative behaviour the following procedures will apply: If the behaviour is low level, such as running when not supposed to, then the warning system will be used in the same way as the classroom. However, instead of being sent to another classroom, they may be given a time out in a specific area of the playground. If the incident is more serious, then the staff member will take the following steps:

1. The member of staff will ask the child to move away from the situation into an area of the playground or building which is quieter.
2. The member of staff will move down to the level of the child and adopt open body language.
3. Staff will stand at a respectful distance to the child to begin a respectful conversation.
4. The staff member will use neutral body language to avoid further aggravating the situation e.g. not folding arms.
5. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to this child. Shouting is never acceptable.
6. If the child is unable to respond to the adult, the adult will give the child a 5 minute cool down until they are already to articulate what happened.
7. The member of staff will listen to the child and will not jump to conclusions.
8. The lunchtime staff will deal with the situation in the same way as the situation would be dealt with within the classroom using the above steps.
9. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them. As above, the adult will not use emotive language to describe what happened but facts.
10. However, if a situation is serious the lunchtime staff will involve the Head or in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in the hall or the Head's office. Any poor behaviour will be reported the class teacher at the end of the lunchtime.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The Head teacher will report to Governors on a termly basis and the policy is revised on an annual basis. The application of the policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Through lessons and daily life, we aim to teach children the skills and strategies of how to manage emotions and support their own mental health, well-being and behaviour. We understand that children are not born with these strategies and not all children will develop all of the desired skills during their Primary and Secondary years. Our approach is proactive and helps prevent serious mental health issues. The approach dismantles barriers to learning along with building relationship among peers. In each class as children progress through school, they explore the different emotions in the table below.

	Class 1	Class 2	Class 3	Class 4	Class 5
Happy	Cheerful	Motivated	Relieved	Upbeat/inspired	Triumphant/fulfilled
Guilt/shame	Embarrassed	Guilty	Shame	Forgiveness/regret	Accountable/scapegoat
Empathy	Caring	Polite	Generous	Considerate/sympathy	Compassion/altruistic
Motivated	Curious	Energetic	Engaged	Determined/committed	Passionate/persistent
Empowered	Brave	Courageous	Self esteem	Assertive/empowered	Secure/invincible
Excluded	Lonely	Left out	Bullied	Rejected/excluded	Prejudiced/alienated discriminated
Calm	Relaxed	Carefree	Tranquil	Content/serene	Contemplative/mindful

Each class builds on the previous lesson and there is progression of skills through the years. However, there is repetition of some key aims such as resilience, dealing with conflict and using the mood meter as these are key teaching points that should be practiced.

“If you can name it, you can tame it,” Marc Brackett (RULER.)

Children will be taught regularly about the mood meter and recognising and naming their feelings on a weekly and sometimes daily basis if needed.

MOOD METER

ENRAGED	FURIOUS	FRUSTRATED	SHOCKED	SURPRISED	UPBEAT	MOTIVATED	ECSTATIC
LIVID	FRIGHTENED	NERVOUS	RESTLESS	HYPER	CHEERFUL	INSPIRED	ELATED
FUMING	APPREHENSIVE	WORRIED	ANNOYED	ENERGIZED	LIVELY	OPTIMISTIC	THRILLED
REPULSED	TROUBLED	UNEASY	PEEVED	PLEASANT	JOYFUL	PROUD	BLISSFUL
DISGUSTED	DISAPPOINTED	GLUM	ASHAMED	BLESSED	AT EASE	CONTENT	FULFILLED
MORTIFIED	ALIENATED	MOPEY	APATHETIC	HUMBLER	SECURE	CHILL	GRATEFUL
EMBARRASSED	EXCLUDED	TIMID	DRAINED	CALM	SATISFIED	RELAXED	CAREFREE
ALONE	DOWN	BORED	TIRED	RELIEVED	RESTFUL	TRANQUIL	SERENE

Behaviour Reflections

Name: _____

Date: _____

Reasons for
my behaviour

Description of my
behaviour

Consequences of
my behaviour

How do I feel?

How has my behaviour
affected others?

Other consequence(s)

Plan for improvement _____

Pupil

Parent

Teacher
