



Halebanks Church of England Primary School

Positive Behaviour Policy

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and is treated fairly.

At the heart of Halebanks Church of England Primary School is a caring Christian family with one core purpose: 'Let your light shine.'^{Matthew 5.16}

We are committed to educating 'the whole person' through the four basic elements of **wisdom**, **hope**, **community** and **dignity**.

As a school, we aspire to:

- Enable learners to grow in the wisdom, creativity, knowledge and skills which provide the foundations for success in life;
- Offer a broad and rich curriculum which stimulates, inspires and builds confidence;
- Provide the hope, encouragement and courage to admit and learn from mistakes, overcome difficulties, and forgive and reconcile;
- Create a climate for learning that is rich in opportunities and high in aspirations;
- Work together to build relationships within and beyond the community, valuing and respecting the contributions of others;
- Contribute positively to the school and wider community through experiences, opportunities and celebrations which promote lifelong learning;
- Teach the value of uniqueness, self-worth and inherent individuality;
- Promote equality and an understanding, acceptance and celebration of diversity.

The school's behaviour policy is designed to support the way in which all members of the school can learn and work together. It aims to promote a calm environment in which everyone feels happy, safe and secure.

At Halebanks we believe that:

- Everyone should have the opportunity to learn in a Christian environment where they feel valued, safe and happy
- Everyone is responsible for their own behaviour and for making their own choices
- Appropriate, responsible behaviour and good work should always be recognised, rewarded and celebrated
- Everyone should show respect for others in order to gain respect for oneself

- Every lesson is a fresh start
- The problem is the problem (not the person)

Our Rules

The school's behaviour system operates around four rules which we expect all members of the school community to adhere to:

- 1) *We are kind*
- 2) *We are respectful*
- 3) *We are safe*
- 4) *We are ready*

These rules are displayed prominently in all classrooms and are referenced throughout the school day. Pupils are recognised as 'Halebank Heroes' and rewarded when they are observed following the rules.

Wherever possible, staff seek to praise in public (PIP) and reprimand in private (RIP).

Rewards

The school's rewards include the following:

- attention drawn to good behaviour
- verbal praise; a simple 'well done'
- class recognition boards
- house points
- recognition as a 'Star of the Week'
- class rewards such as non-uniform days
- certificates and notes home
- visits to other members of staff, including the headteacher

Consequences

These steps will be followed if a child chooses not to follow the school rules:

1. **Redirection**: gentle encouragement, a 'nudge' in the right direction and/or small act of kindness.
2. **Reminder**: a reminder of the expectations (kind, respectful, safe and ready) delivered privately wherever possible, repeated if necessary. Staff will take the initiative in order to keep matters at this stage using de-escalation techniques.
3. **Caution**: a clear verbal caution, delivered privately wherever possible, making the pupil aware of his/her behaviour and clearly outlining the choices available and the consequences.
4. **Time out (in the classroom)**: a chance for the pupil to reflect on his/her behaviour away from others. Staff will speak privately and give him/her a final opportunity to make an appropriate choice. The amount of time offered for reflection will depend upon a pupil's age/situation.
5. **Time out (in an alternative classroom/space)**: an opportunity for a pupil to spend time in another setting to reflect further and complete the work set. The amount of time will depend upon a pupil's age/situation.
6. **Time out (with the headteacher/deputy headteacher)**: an opportunity to discuss the problem further with either Mr Harley or Mrs Bennett.

If a pupil requires time out, this will be logged on the class tracking sheet and as a behaviour-related alert on CPOMS. Steps 4 to 6 will be followed by a restorative conversation and, if necessary, a consequence (eg. loss of break time to complete work not completed).

If persistent disruptive behaviour occurs, the above steps may not be followed in sequence and support from the headteacher and/or deputy headteacher will be given. Personalised behaviour strategies/programmes may be in place to support pupils who need additional support in terms of behaviour management (see SEND information).

Responsibilities

It is the role of staff members to:

- provide clear and consistent routines
- have high expectations of achievement and behaviour
- be constructive and positive
- be clear and specific about acceptable and unacceptable behaviour
- be well prepared
- ensure instructions and explanations are clear
- begin lessons on time
- set work appropriate to children's abilities
- provide relevant, purposeful and varied learning activities
- keep the classroom tidy and stimulating
- apply the school's behaviour policy firmly, uniformly and consistently
- give and receive respect

Parents and carers can help by:

- expecting the same standards of behaviour at home
- supporting staff if behaviour is poor in school
- celebrating good behaviour and success

All pupils are expected to:

- follow the school rules
- work hard, do their best and complete work set
- follow instructions the first time
- be tidy and organised

Use of Reasonable Force

If necessary, reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In this situation, action taken will be proportionate and necessary; the professional judgement of the staff member concerned will be used.

Reasonable force may be necessary to:

- remove a persistently disruptive pupil from the classroom where they have refused to follow instructions
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Examples taken from *The use of reasonable force: Advice for headteachers, staff and governing bodies DfE, July 2013*

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Team Teach

The school's positive strategies for managing pupil behaviour are supported by Team Teach training. This was completed most recently in October 2021 and equipped staff with a range of verbal and non-verbal de-escalation strategies, and simple and safe positive handling techniques.

Special Educational Needs and Disabilities (SEND)

The school recognises its legal duty under the Equality Act 2010 and the SEN Code of Practice to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be personalised to cater for the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether he/she has any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. The SENDCo and class teacher will develop a behaviour support plan to enable the child's needs to be met, this will be shared and reviewed on a regular basis with the parents.

Date: May 2022

Review: May 2024

Appendix 1: Positive Behaviour Script, Prompts and Reminders

- First response is kindness
- Respond to the children using direct language
- Ensure you explain that you understand how they feel-make them feel important/valued
- Then move onto wanting to help/listen

"I understand that you are feeling (insert feeling/emotion) how can I help?"

"I understand that you are feeling (insert feeling/emotion) but I could do with your help"

"I can you see that you might be (insert feeling/emotion). How can we work together to?"

"Thank you for.... I know you are feeling (insert feeling/emotion)"

"The way you respond now will affect the outcome....."

"What do you need from me?"

"What's happened to you? Talk to me I am here"

- Visible consistency
- Visible kindness
- Positive recognition: effort not achievement

When noticing behaviours

Stop

Observe

Switch your thinking (why is this happening?)

5 Pillars

1 calm, consistent adult

2 first attention to best conduct

3 relentless routines

4 script difficult behaviours

5 restorative follow up: build and repair (2 mins)

3 Keys to Success

1 social norms: 'I expect to see.....' 'This is what good looks like...'

2 routines: the building blocks of culture; taught behaviour

3 behaviour feedback systems



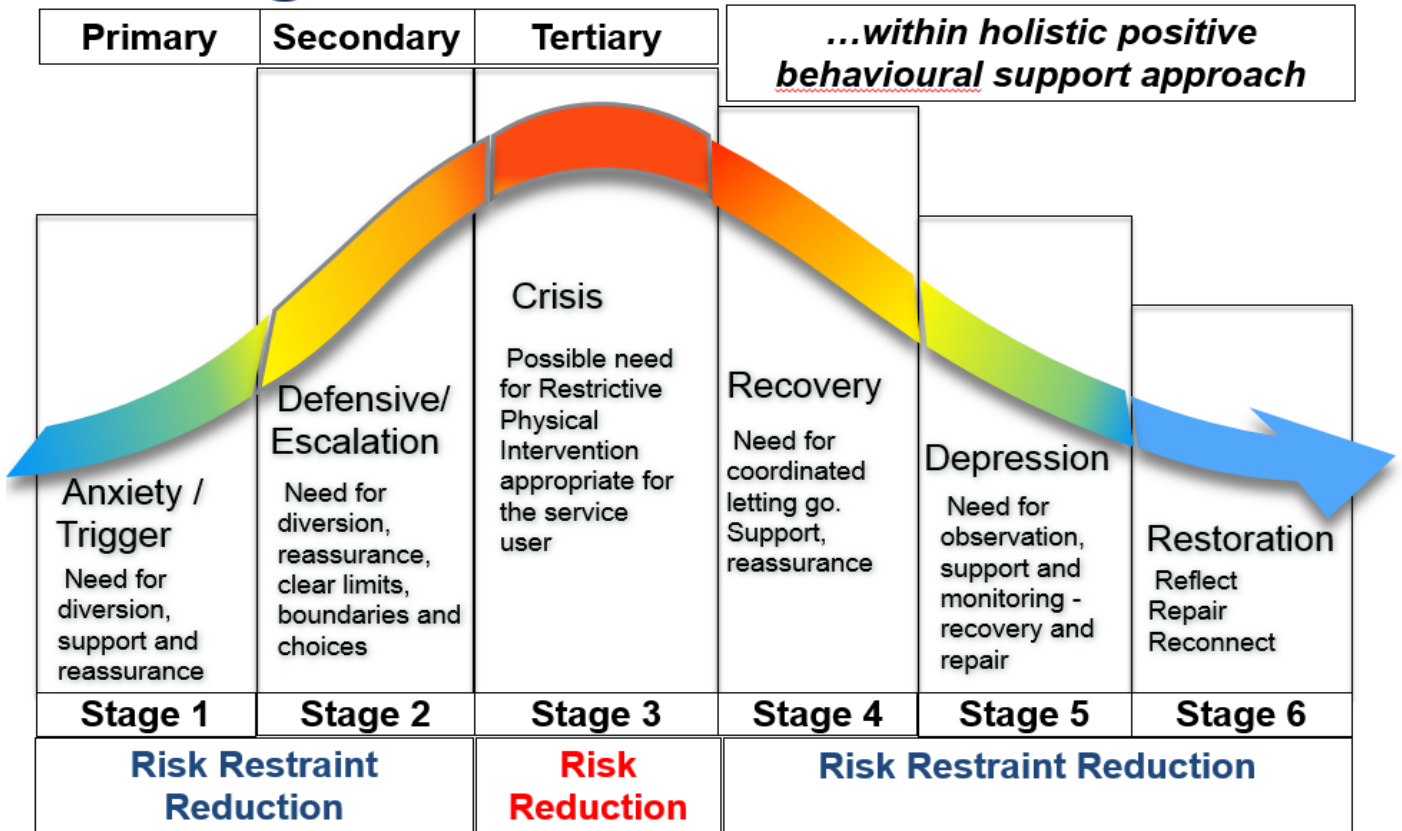
Halebanks Church of England Primary School

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff set an excellent example to pupils at all times in terms of behaviour and conduct
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the Curriculum and Standards Committee every two years as part of the review of the Positive Behaviour Policy.

Six Stages of Crisis



De-escalation Strategies

- Distraction
- Reassurance
- Verbal advice & support
- Humour
- Simple listening
- Success reminded
- Take-up time
- Giving space
- Planned ignoring
- Time-out
- Negotiation
- Limited choices
- Agreeing
- Supportive touch
- Acknowledgement
- Apologising
- Logical consequences
- Help scripts
- Removing audience
- Transfer adult