



Positive Behaviour Policy

The staff responsible for the Positive Behaviour policy are:-

Personal Development Team

The governors responsible for the Positive Behaviour policy are:-

The Effectiveness Committee

Agreed by governors: September 2019

Review Date: September 2021

Rationale

A calm and orderly environment is essential if children are to learn the effectively. The school provides that environment to maximise the teaching and learning time available, and so that the children can make the most of their primary years.

This policy aims to provide the framework to enable an orderly environment to be maintained and to allow members of the school community to concentrate upon learning.

It also recognises that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards described are not always the most appropriate means of dealing with their behaviour. Other programmes of intervention and support may be used in conjunction with external agencies. In such cases, an individual child Risk Management plan may be drawn up. These will identify problems, reduce the likelihood of incidents recurring and give advice on how to manage incidents if they do occur. We will call on outside agencies to help us do this, as appropriate.

Aims

This behaviour policy identifies the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour and discouraging anti-social behaviour. The chief aims of our approach to behaviour management are:

- the maintenance, encouragement and promotion of good behaviour
- the involvement of children – encouraging children to take responsibility for their actions
- the shared and agreed identification of what we consider to be unacceptable behaviour
- the establishment and shared understanding of class and school rules
- agreed sanctions where rules are broken
- a consistent approach across the school
- an opportunity at each stage for children to make amends for poor behaviour
- the involvement of parents at an early stage
- a shared understanding of the consequences of inappropriate behaviour
- a discussion with children in class and during assemblies about responsibilities we each have to one another
- a readiness to be flexible and to look for a variety of strategies in those cases where children struggle to conform to the normally expected patterns of behaviour
- the use of a multi-agency approach where appropriate

Promoting Good Behaviour

Roydon is a supportive school with a positive ethos. Communicating verbally, we show an interest in each child by listening to them, hearing them, encouraging and helping them to take part in meaningful conversations, sharing appropriate personal interests, etc.

Communicating non-verbally, we adopt non-threatening stances, smiles, physical proximity, non-threatening physical touch, awareness of positive postures.

It is important that we try to remain as positive as possible at all times. In order to make the most of this, it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These could include:

- an encouraging pat on the arm or a 'school hug'
- a way of announcing the names of children who have been praised
- every child having the opportunity to collect 'reward' marks for behaviour as well as for academic progress
- a means of rewarding good behaviour of the class generally
- additional group and class rewards decided by the class teacher in conjunction with the children
- extra privileges in class, e.g. giving additional jobs or responsibilities
- time set aside to celebrate good behaviour
- informal notification of parents of particularly good behaviour
- appearance in 'Achievers' Assembly' – an opportunity for children to show good pieces of work and talk about their achievements and interests
- the maintenance of displays of children's work
- 'Sparkly People' display board
- information about children who are to be congratulated for particular achievements, competitions etc. in the half-termly newsletter

Rules and Sanctions

Sanctions or consequences are only called on when other strategies have failed. We always give a child adequate notice that their behaviour will lead to a sanction or consequence, rather than threatening them.

All children should understand that we all have a right to be treated fairly. This means that bullying in any form will not be tolerated. All children need to be confident that instances of bullying will be investigated, perpetrators dealt with and victims supported.

Whole school

It is the responsibility of all members of staff to model appropriate behaviour and to monitor the way this is mirrored in children's actions around school. There will be reminders in assembly about the expectations, rules and rewards.

We expect:

- respect
- support
- consideration

To achieve these, we will:

- be friendly and polite
- be determined to do our best
- move around the building quietly and calmly
- be punctual
- follow directions from staff straight away
- look after personal and school property
- treat others as we would like to be treated

Class rules

At the beginning of the school year, teachers should discuss and invite contributions to the class rules. These might include:

- follow instructions straight away
- keep your voice quiet unless told otherwise
- let others work without your interruption
- only use acceptable language
- put things away in their proper place
- listening carefully when someone else is talking

The class can then agree what the sanction or consequences are to accompany these rules.

Sanctions or consequences that can be selected include:

- withdrawal of a privilege for a limited period of time
- a written consequence that may include a letter or picture of apology as appropriate
- child seated in a particular area of the classroom for a defined time
- missing a break time
- name recorded – warning
- completing work elsewhere or with someone else
- sent to the headteacher or, in their absence, deputy headteacher

The sanctions should consist of:

First time – warning

Second time – moved within class

Third time – moved to another class

Fourth time – miss a privilege

All children make mistakes and hopefully learn from them; this is how behaviour improves. We do not expect that a child will suddenly become 'perfect'. The degree and speed of a child's learning from their experiences will be pupil specific, as it is in all areas of learning. Children should be given ample opportunity to redeem themselves. Consideration will also be given to keeping children motivated and not feeling that 'all is lost'. However, if they reach the ultimate class sanction, they then move on to the next stage:

Headteacher or Deputy Head

Children who have broken rules on several occasions in the classroom or on to the playground and/or have broken a major rule by, for example:

- being involved in systematic bullying
 - being offensive to an adult/member of staff
 - deliberately vandalizing school property
 - being verbally abusive, including racist, homophobic and sexist remarks
 - actions that place the pupil, other pupils or members of staff at physical risk
 - actions that seriously harmed the education of fellow pupils
 - persistent poor behaviour that encroaches on teaching and learning time
- ... will be referred to the the headteacher. or deputy headteacher.

The Headteacher or deputyheadteacher will then implement some or all of the following stages:

Stage 1	Discussion/investigation of incidents
Stage 2	Child faces consequences. These might include: <ul style="list-style-type: none">• a reprimand• play time/dinnertime detention• loss of privilege• internal exclusion• consideration of intervention strategies and programmes to promote good behaviour.
Stage 3	Phone call or letter sent home explaining what has happened. Further discussion with the child and consideration of strategies to avoid any repeats of the incidents
Stage 4	Child is placed on a weekly report card. External support may be sought and agencies informed as appropriate. This might include, e.g. referral to the educational psychologist.
Stage 5	Temporary or permanent exclusion would be considered for the most severe or frequently repeated incidents. Exclusions would only be implemented following discussions with parents, the chair of governors and LA advisors, as appropriate.

The Red Card

If at any time a teacher needs immediate support from the headteacher, two children should be sent to the office with the laminated red card. The head will come immediately to the classroom; if the head is not available, the office staff will inform the deputy head.

The Yellow Card

There is also a yellow laminated card for each classroom. This enables the teacher to summon additional support without there being an emergency.

Bullying

Aggressive behaviour amongst pupils (verbal, physical or psychological) is something dealt with by all adults in school. We do this in a number of ways, for example, we calm children down, we explain what appropriate behaviour is, and we give reprimands or apply sanctions.

Bullying is different from aggressive behaviour in that a victim is targeted and it is persistent. It occurs when one person exerts a power over another person to create an imbalance of power. Although bullying is not currently a significant problem at Roydon, we recognise that, when it occurs, it is always a major problem for the victim. As such, we must be on the look-out for signs of bullying and respond quickly.

These signs may include:-

- unwillingness to come to school;
- withdrawn or isolated behaviour;
- complaining about missing possessions;
- refusal to talk about the problem;
- a child is easily distressed;
- damaged or incomplete work;
- a child complaining of bullying.

Children who are bullied are less likely to complain than those who are victims of acts of aggression. To overcome this they need to know that in school all children can expect to be treated fairly and with respect. Also, they must believe that we will act appropriately to reports of bullying.

Children, their friends and parents need to have this message regularly repeated to them. This is done through communication to whole groups (lessons, assemblies, newsletters, etc.) and in conversations with individuals. It is also achieved by having the concepts of fairness and respect as core themes in PSHE throughout the school.

Children need to have confidence in the following guidance for dealing with incidents of bullying:-

- all reports of bullying will be listened to sympathetically;
- the headteacher should be informed of incidents of bullying when any other adults become aware of them;
- they will investigate promptly. Investigations of acts of aggression and bullying can be very time-consuming and we may only find out some of the truth. However, we can act on what we have discovered and the balance of probability;
- children who are bullying are confronted and encouraged to see the victim's point of view; they are punished appropriately;
- it is made clear to children who are bullying and to the victim that everyone in school deserves fair treatment and respect;
- the children who are bullying know we will be on the look out for any continuation, and that the victim will be encouraged to tell about any hint of reprisal.

- parents are informed.
- the relationship between the person who has been bullying and other children will be monitored.

Physical Contact with Children.

At our school, we have a Positive Touch Policy. This means that, as members of staff, we are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that we have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging: at this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways-on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into the adult. This can be done either standing or sitting.

Hand-Holding: we recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control the movement of children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Sitting on an Adult's Lap: at our school we actively discourage children sitting on an adult's lap. Children should be taught to seek comfort/attention through other means, for example the school hand-hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you, if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way that is not described as above (eg 'front on' hug/sitting on your lap). If this should happen please ensure that you have informed the headteacher or deputy head to protect yourself. You may be asked to make a note of this; this will be in order to record and monitor the amount of times

the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a positive touch policy and regard such experiences to be a positive experience for children, this does not mean that you have to touch children. Also, it should be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty Of Care' towards our pupils. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment. Wherever possible we shall use the procedures as taught in the Norfolk Steps Programme.

If you have any questions or would like a further discussion regarding this policy, please speak to the Headteacher.