



Fox Hill Primary

Positive behaviour policy

Responsibility	SLT
Date of last review	September 2016
Date of next review	September 2017

Introduction

At Fox Hill Primary, our whole school vision is:

Ambition to achieve
Respect leading to happiness
Teamwork through belonging

At Fox Hill Primary we believe that children should look forward to coming to school and feel relaxed and happy in their learning environment. We aim for all members of our learning community to feel proud of each other and particularly the behaviour and conduct of our children. We expect that all staff and children alike will feel positive about their experiences every day and be inspired to tell others about the positive behaviour of our school. We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences for pupils and allows pupils to concentrate on their learning. All members of the learning community have a responsibility for managing behaviour in a positive manner and ensuring they act as good role models for pupils at all times. We believe that through an ethos of respect everyone in our school will be happy.

Aims of policy

At Fox Hill Primary we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. We aim to create positive, law-abiding citizens of the future. We create a positive learning environment so that all children can achieve their potential.

Through this policy we ensure:

- That every child has the right to feel safe valued and happy within the school and free from any kind of intimidation or bullying.
- We do not tolerate any kind of anti-social behaviour whether of a physical, mental or verbal nature aimed at groups or an individual.
- That we address concerns about behaviour, which will be taken seriously and will always be dealt with to the best of our ability.
- We promote good behaviour as best we can and adopt appropriate sanctions when needed.

We will encourage consistency, clarity and fairness in response to positive, negative and improved behaviour.

Behaviour for learning at Fox Hill Primary

At Fox Hill Primary we believe that the first step in establishing a purposeful and positive learning ethos is through having a clear code of conduct for all. This is our behaviour for learning.

We believe that all children should be challenged and encouraged to reach their full potential and have their achievements celebrated. We work in partnership as a learning community to create a learning environment where everyone is valued, cared for and happy. We believe that offering our children a creative and stimulating curriculum based on first hand learning experiences makes learning fun and challenging for all. By building confidence, independence and encouraging risk taking, we are developing important life skills, a lifelong love of learning, and success for all. We have high expectations of all our children.

Behaviour for Learning is that which demonstrates the right attitude, high expectations and underpins being an effective role model and an effective learner. We demonstrate this commitment to learning and positive attitudes through:

- Coming to school prepared with the right equipment, correct uniform and clothing and a positive attitude to learning each morning
- Respectful and active listening and speaking with good eye contact, not interrupting when any member of our community is talking, not shouting out etc.
- Positive body language which demonstrates our positive attitude to learning by sitting up smartly and attentively
- Being polite, respectful and courteous to each other at all times and in all our interactions.
- Offering regular praise and encouragement of each other and celebrating each other's success
- Sharing and working together equally with all members of our school community
- Showing our respect for each other's beliefs, culture, ideas and opinions
- Coming into and leaving school in a calm and orderly manner
- We allow learning to take place without disrupting or distracting each other
- Keeping our classrooms and all our school resources and equipment tidy and well organised

Promoting positive values and behaviour

We feel it is the responsibility of all to promote the right attitudes and behaviour for learning in our school. It is also important that:

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for pupils and this is reflected in their professionalism.
- Pupils will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each student where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual student.
- Pupils are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.

We also ask for parental support with maintaining high standards of behaviour in school through:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Work in collaboration with school staff to resolve any behavior issues that may arise

Our whole school rules

We aspire to the highest standards of conduct from pupils as individuals and as collective teams. To this end the pupils and staff have established a set of core rules, which form the over arching principles governing our behaviour. Our Fox Hill Whole School rules are as follows:

- We move around school sensibly.
- We are honest and truthful.
- We are kind and helpful – we look after other people and our school.
- We are polite and use good manners.
- We listen carefully and do as we are asked.
- We always try our best to be a Fox Hill Learner.

These are promoted round school by visual reminders and through adults modelling and rewarding the right behaviour choices.

At Fox Hill Primary we have introduced a House Points system with all of the children from FS2 to Y6 being in one of four teams. Children can be rewarded with a house point for making the right choices and following our academy rules.

Promoting positive behaviour in the EYFS (Nursery and Reception)

Promotion of positive behaviour is at the heart of practice within our Foundation Stage. As children start in FS1 (Nursery) they are encouraged to settle in an environment where positive behaviour is promoted and modelled at all times. Children are taught how we get along with others and any conflicts are resolved quickly. Positive praise and other rewards such as stickers are used to promote this behaviour. As children move up into FS2 (Reception) they are introduced to the "Good to be Green" behaviour system in line with the rest of school.

Promoting positive behaviour in the classroom

At Fox Hill Primary we promote good behaviour all of the time. In our classrooms we have the "Good to be Green" behaviour system. This is used to reinforce our special whole school rules.

In each class there is a Good to be Green wall chart. Every child has a green card, showing that they are "Good to be Green". At the start of everyday, every child will be green. During the day, children who follow our school rules stay on a green card. However, children who make the wrong choices will be given a yellow Warning card. If they continue to make wrong choices they will be given a red Consequence card. Each session is a fresh start and children will return to green.

Yellow Warning Card	This will be issued if, following a warning, a child continues to break one of our school rules. This will result in 5 minutes being taken off the next playtime. This will be paid back to the teacher.
Red Consequence Card	Continual breaking of school rules results in this card being issued and results in 15 minutes taken off the next playtime. This will be taken in the classroom.
Help Card	<p>This is a laminated card which will be sent to SLT or Pastoral Support for immediate assistance. This is for extreme behaviours such as:</p> <ul style="list-style-type: none"> - A child who presents danger to themselves, others or to school property. - Persistent use of bad language (including sexually inappropriate, racial etc.) - Deliberate spitting at others <p>The child will be removed from class and spend time with SLT or Pastoral Support. Behaviour choices will be discussed and then returned to class when appropriate (ideally after 10 minutes). Missed learning time will then be paid back to the teacher during the next playtime.</p> <p>This will be an automatic red card issued by the teacher. Depending upon the behaviour, SLT will decide if further action is required.</p>
<ul style="list-style-type: none"> • 3 red cards in 1 week / pattern of behaviour – contact / letter to parents • 3 red cards the following week or pattern of behaviour (e.g. persistent yellow cards over a period) – letter to parents to invite them to speak to SLT / setup behaviour report. Behaviour meeting is held with child, teacher and member of SLT. • When on report, if a red card is issued, this will result in all of a lunchtime being removed and this will be managed by SLT. 	

We teach children about positive behaviour choices through our SEAL and PSHE curriculum.

Rewarding positive behaviour choices

In our school we recognise and reward good behaviour by:

- Giving stickers and stamps, raffle tickets / class reward systems (e.g. Class DoJo)
- Positive praise including use of SIMS to inform Principal of excellent effort or behaviour

- Awarding certificates
- Praise assemblies
- Positive behaviour postcards sent home

If a child makes it through the whole session / day on green, class teachers are to celebrate this achievement using class based systems e.g. a raffle ticket. Children who are consistently on green can be rewarded through SIMS with a special mention to the Principal. Any child who demonstrates consistently good behaviour over a period of time or there has been a marked improvement can request a special postcard to be sent home.

Linked with Good to be Green we also have the following rewards:

- Good to be Green stickers, badges, rulers and pencils which can be rewarded as and when appropriate
- Good to be Green praise pad notes to send home to parents
- Children can also be awarded with a silver privilege card (each class has a maximum of 2 to award per week). If children receive a privilege card during the week they are invited to attend a privilege party on a Friday afternoon. At privilege party children have the opportunity to mix with children from across school, to play games, have a 'chat' and they all get a drink and a treat.

Also linked to Good to be Green, a member of the SLT does a half termly spot check, dressed as our Good to be Green frog! At an unannounced time during the half term, the member of SLT goes into class and checks the Good to be Green chart. If all children in the class are green at that time, the class receives a reward. This reward is an additional playtime. The emphasis here is on collective responsibility and all children playing their part in a team.

At the end of each academic year, we also hold a whole school Good to be Green assembly. In this assembly we identify and praise those children who have had outstanding behaviour all year and those children with the most improved behaviour. Each class nominates one child to receive each award via a student vote and these children are celebrated in assembly. Parents are invited and the children receive a certificate of achievement and a book token.

Across school we also celebrate children's achievements through a weekly 'praise' assembly. This is an opportunity for parents to come into school and see the fantastic learning that is happening in their child's classroom.

Promoting positive behaviour on the playgrounds

Children are encouraged to make the right choices when out at play during playtime and lunchtime. School rules are promoted by the staff working during these times. There are also Pupil Play Leaders working on the playgrounds to help setup and run positive play experiences for the other children. If there is an argument or dispute between children, Pupil Peer Mediators are also trained and available to assist children resolve these problems themselves. Should adult intervention be required, children can seek assistance from any adult outside or request permission to go to The Den for support.

If a child chooses to break a rule during playtime/dinner time:

- Remind child of rule broken
- Move them to different area of playground

- If child persists or refuses, this is a yellow card - keep child with you for 5 minutes.
- If continues, send for member of Pastoral Support Team /SLT to remove child from the playground. This is a red card incident and results in 15 minutes off their next playtime.

Playtimes = any incidents report to Pastoral Support Team who will record and feed this back to class teachers / SLT.

Lunchtimes = Midday Supervisors have incident books to record incidents that they have dealt with. These will then be passed to Pastoral Support Team who will record and feed back to class teachers / SLT as appropriate. These are recorded on SIMS by Pastoral Team .

Any unwanted behaviours are to be dealt with promptly by staff by talking to the child and discussing positive behaviour choices. Persistent behaviour should result in the child walking around with that adult for 5 minutes. If the child refuses or persists, then SLT or Pastoral should be called for so that the child can be taken off the playground.

Any **serious** incidents on the playground such as fighting, racist comments, bullying, please send for a member of the Pastoral Support Team or member of SLT who will complete the incident on SIMS and action the necessary sanctions. This information will be fed back to class teacher / SLT.

Unacceptable behaviours

Yellow and Red Consequences on the “Good to be Green” chart are managed in class with children paying back the time to their teacher. This can be supervised by either the class teacher or member of support staff. During this time, children will complete the behaviour choices form helping them to reflect on the choices they have made and how they could approach the situation in a more positive way next time. Logical consequences may also be applied e.g. writing a letter of apology to someone who has been wronged.

We monitor and record behaviour concerns using SIMS (this is informed by the good to be green system). If a child receives a red consequence card, we ask for teachers to record this on SIMS through the class register and right clicking on “Red consequence” followed by the reason. Should a child have to be removed from the classroom due to extreme behaviour, we ask that this be recorded as “RED CARD” and more detail recorded on SIMS through the Behaviour Management module.

A weekly behaviour report will be generated by the SLT and Pastoral Support Team to identify and track incidents and put in place systems necessary to support and promote good behaviour.

Teachers and Support Staff can record any behaviour they feel requires intervention to enable Pastoral Support to put in support e.g. persistent, low level disruption. Staff can also use the referral form (either paper or electronic via staff intranet) to request support from the Pastoral Support team.

Informal stage of our behavior policy

Wherever possible, we aim to avoid having to move to the most formal stage of our behaviour policy, through building relationships with the children and by early intervention. If a child is displaying low level but persistent behaviours that are not in line with the policy, a class teacher may employ some of the following strategies:

- Use of a sticker chart, split into small time relevant chunks e.g. each session, am/pm etc and also linked to the child’s interests
- Invite parents in for an informal chat about behaviour – seek support from home

- Build in reward time e.g. if a child receives all stickers, a certain number of marbles, they can choose a reward time at the end of the day, for example 10 minutes computer time
- Use of the pastoral team in school for strategies or support with behaviour. Nurture support may be required for some individual children

If the above strategies have been employed and the behaviour continues or behaviour deteriorates, the formal stage of the behaviour policy will need to be introduced.

Formal stage

The formal stage of the behaviour policy is in three layers and each layer should be implemented in turn. The exception to this is if there has been a more serious incident and it is felt that there needs to be team leader or Principal involvement immediately.

First Stage – Classroom based

- ✓ Following 3 incidents of missed time, teachers are to contact parents either in person, via phone or letter (using the provided template).
- ✓ Class teacher outlines the behaviour to the parents and also explains what is expected to the child. Pastoral Support can help if required to talk about positive behaviour choices.
- ✓ Regular contact is maintained with parents to keep them informed on their child's behaviour. The school text messaging system can be used to support with this.
- ✓ If there is a marked improvement in behaviour, a letter will be sent home to parents to recognise this. It may be necessary to go back to the pre-formal stage for a period of time to support the child – this is left to the class teachers discretion.

Second Stage – Behaviour report

If following stage 1, unacceptable behaviour continues or escalates, the child can be moved to stage 2:

- ✓ Class teacher needs to talk to SLT about the action, which has already been taken, and the targets, which the child has been working on.
- ✓ SLT will then send a letter informing the parents of the continuing behaviour problems and ask them to attend a meeting to discuss the next step of the process.
- ✓ The meeting will involve the SLT, (who will lead the meeting) Class Teacher and the Parents.
- ✓ The behaviour report will include the targets that the child has been set to work on to improve their behaviour. It will also include incentives and reasons for making the right choices.
- ✓ The report is a daily report which both the class teacher and a member of the SLT will comment on. It will be sent home at the end of each day for the parents to also comment on.

- ✓ The behaviour will then be monitored over a set period of time this could be more than one week to allow time for improvement, but also to look for patterns within the behaviour which could indicate trigger points.
- ✓ If the behaviour of the child does improve then the report can be signed and sent home to inform the parents that they have been successful in achieving the targets which were set. This may also be followed by a phone call or meeting with parents to praise the child for making the right choices and coming off report.
- ✓ Pastoral Support will also support you with the child at this stage. They may look at strategies, groups or other means of informal support they can offer.

Third Stage – Deputy and Principal Involvement

- ✓ Even though there has been increased involvement with the child and close monitoring of the behaviour if there is still no improvement then this will be passed onto the Principal or Deputy to deal with.
- ✓ All the information which has been recorded so far will need to be passed on to inform the Principal or Deputy
- ✓ The Principal or Deputy will send a letter to the parents informing them that they are now dealing with the child's behaviour and the monitoring of the behaviour. They will be invited into school to meet with the Principal or Deputy.
- ✓ The meeting with the parents will stress the serious nature of this type of behaviour. They will be informed of the fact that the child could be excluded from school for set period of time if there is no evidence of improvement.
- ✓ The child will continue on report which the Principal or Deputy will fill in. The report will include the targets that the child will be working towards achieving. The child will be expected to take the report to the Deputy or Principal each lunch time and at the end of every day for comment and review.
- ✓ Pastoral Support will be fully involved and a plan of action will be drawn up around additional support that can be offered to 'turn the behaviour around'.
- ✓ At this stage, depending on the behaviour, it may also be necessary to involve outside agencies for support e.g. MAST, Educational Psychology, CAHMS etc.
- ✓ If the behaviour is significant (e.g. physical harm to others), a positive handling plan and risk assessment will be drawn up.

Final Stage – Exclusion

- ✓ If there is no improvement in the behaviour of the child then this will ultimately lead to exclusion. This could be for a set period of time or permanently depending on the type of behaviour.

Sanctions following a serious incident

Aggressive behaviour towards others, including staff is not tolerated at Fox Hill Primary.

- Deliberate/intentional serious assault on a pupil or member of staff = exclusion (length to be decided by Principal)

- Deliberate/intentional spitting on/at a pupil or member of staff = exclusion (length to be decided by Principal)

Withdrawal from class room by SLT

Following a serious incident e.g. fighting, violence, swearing or intentionally damaging school property or injuring a member of staff, immediate action will be taken and the child may be removed from class for the rest of that day. If needed, staff can send the HELP card for SLT and/or Pastoral Support to assist in these situations. The child will be put in an appropriate place whilst the incident is investigated e.g. The Den or SLT Office.

Seclusion

Following withdrawal the Principal may decide that the child is to be secluded from class and school activities for a period of time appropriate to the seriousness of the incident, the age of the child and their individual needs. This may vary from half a day to a full week. Parents will be informed of this decision immediately. During seclusion the parents bring the child directly into school and collect them from the Main Office. The child will eat their lunch in seclusion and breaks will be taken at different times from the rest of the school. Work will be set by the class teacher.

Detention

For serious incidents or where there has been persistent poor behaviour the Principal may decide that the child needs to serve one or more detentions. Detentions can take place during playtimes, lunchtimes and after school. After school detentions will last until 4:00pm. During a detention the child will complete work appropriate to the incident e.g. tidying a classroom, finishing class work, writing a letter of apology. In every case parents will be informed prior to the detention taking place so that they are able to arrange collection of their child. The law does not require parents to consent to detentions.

Exclusion

If a child has had several seclusions, there has been no significant improvement in behaviour and incidents continue or if the incident is particularly severe then the Principal may decide that the child is to be excluded from school for a period of time. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Principal excludes a pupil they must inform the parents immediately giving reasons for the exclusion. At the same time the Principal 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 Principal also informs the Governing body and Local Authority Inclusion Team about any exclusions. Once a child has been excluded they may have a PSP (Pastoral Support Plan). This means that all agencies involved with the child and the parents have regular meetings in order to set achievable targets for the child to work towards keeping the child in school. Following an exclusion the child will be met by the Principal to discuss the exclusion and their future behaviour – this is called the reintegration meeting.

TEAM TEACH at Fox Hill Primary

Team Teach is a structured, non violent staff development programme that promotes Techniques (that are) **E**ffective (with) **A**nger, aggression **M**anagement (utilizing) **T**herapeutic **E**ducational **A**wareness **C**ommunication **H**andling (strategies).

The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a student, and it teaches safe, effective ways to do this. Fox Hill Primary is committed to Team Teach and ensures that appropriate staff have been trained in its use. Team Teach techniques seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupils remain safe.

Positive Handling Plans

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for an individual student. The class teams and Inclusion Team are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, respite care homes, social workers and Medical Professionals etc. The plan will indicate which undesirable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of inappropriate behaviour, and clear instructions on how to intervene when the behaviours have occurred. Any Team Teach positive handling techniques that are likely to be used will be included in the programme. Any techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the behaviour coordinator and a member of the senior leadership team will sign the plan. It will be reviewed at least annually. Any incident of positive handling will be recorded on CPOMs.

Support in school

The SLT and Pastoral Support Team will support all staff in school with the implementation of this policy. The Pastoral Team will put together a half termly report on behaviour which will be submitted to the school management team to review. This will include any incidents of racist or bullying behaviour.

Prejudiced Behaviour

In line with CYPD policy, all racist and bullying incidents are reported to CYPD electronically and to Governors e.g. using the RIHMS System, SIMS, report to Governors. Please see the Bullying Policy for more information.

Writing, consultation, monitoring and evaluation

This policy was written following advice from National and Local policies, Sheffield Inclusion Services and also published guidance. For example, the elements relating to TEAM TEACH have been developed in response to DfE. Guidance (11/07) on “The use of force to control or restrain pupils”, and in conjunction with section 93 of The Education and

Inspections Act 2006. It also follows the BILD (British institute for learning and development) code of practice for the use and reduction of restrictive physical interventions. (2010) 'Third edition'. The policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

DfE guidance on the use of force 'July 2011' stipulates that reasonable force may be used to:-

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil from 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.

Teaching and non-teaching staff work in 'loco parentis' and have the power to use reasonable force. They should always operate with an appropriate "Duty of Care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

The following people were consulted and will be consulted throughout the monitoring and evaluation process:

- Staff through running consultation and behaviour forum meetings
- Parents
- Governors
- School Council

This policy, like all other school policies once agreed, is not optional. All staff are expected to follow the procedures consistently and without variation. The Principal will be responsible for monitoring the application of the behaviour policy. If staff wish to discuss changes in policy it is expected that they will raise this, following appropriate procedure, with those responsible for monitoring. Failure to follow this policy can result in disciplinary action.

Links

The following documents contain further information which links to this policy.

Every Child Matters – embodied in Children’s Act 2004

School Discipline and Pupil Behaviour Policy – Guidance for schools

What works in Schools – Principles and Practice

Safe to Learn 2007

Education and Inspections Act 2006 (EIA)

Disability Discrimination Act 2005

Race Relations Act 2002

Disability Equality Duty 2006

The Equality Act 2006

Attendance policy

Inclusion and SEN policy

Racist incident policy

Handling policy

Anti-bullying policy

Healthy schools policy

PSHE&C policy

Teaching and Learning policy

Team teach document

DFEE Circular 10/98 relating to Section 550A of the 1996 of the Education Act ‘The use of force to control or restrain pupils’.

School prospectus for rules on school uniform and home-school agreement