



Positive Behaviour Policy



**‘Living and Learning
Together’**



Positive Behaviour Policy

Introduction

In Cefn Fforest Primary School, high standards of behaviour and positive relationships between staff and pupils are vital in order for effective teaching and learning to take place. Every member of our school community needs to feel valued and respected. An ethos of care based upon mutual trust and respect will enable all members of the school to work together in promoting an environment which is happy, safe and secure. This will enable pupils at the school to become positive, responsible and independent citizens of the community.

Ethos

Creating a positive learning culture where everyone can learn, respects everyone and develops confidence and independence is key at Cefn Fforest Primary School

Aims of the Policy

- To create a consistent, cohesive learning environment with high expectations of excellent behaviour.
- To promote good relationships that foster fairness and respect between all members of the school community.
- To help pupils take control of their behaviour expectation by refusing attention and importance for poor conduct.
- To encourage individuals to recognise the rights of themselves and others
- To promote values such as fairness, honesty, integrity and respect

What Do We Expect of Pupils at Cefn Fforest Primary School?

Our Three Golden Rules are.....

- Be Ready
- Respect one and other and our environment
- Be safe in all you do

In addition to these rules, at the beginning of the academic year, each class will create a class charter of expected positive classroom rules, linked to our three golden rules, (reflecting the stage of the pupils), which can be referred to in class on a daily basis.

All Staff Will:

- Refer to the Three Golden Rules (Ready, Respect, Safe)
- Meet and greet the pupils
- Model positive behaviours and relationships
- Ensure that lessons are well planned, engaging, challenging and meet the needs of the pupils
- Ensure praise outweighs negativity by a 5:1 ratio
- Allow take up time when using the stepped behaviour management approach (See Appendix 1)
- Be calm and not use a raised voice
- Follow up on incidents and engage in reflective dialogue with pupils so as to prevent reoccurrence
- Never ignore or walk past pupils who are behaving badly

(See consistency in practice for further instruction)

Senior Leadership Team

Senior leadership team are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leadership Team will:

- Meet and greet pupils/parents at the beginning of the day, taking time to welcome pupils at the start of the day.
- Be a visible presence around the school and especially at transition times. I.e. corridor, lunchtime, break time
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support adults in managing pupils with more complex or entrenched negative behaviours
- Support staff in returning pupils to learning by supporting staff in conversations with pupils
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Recognising and Rewarding the Positives

`Catch the child being good'

Pupils are recognised and acknowledged for their efforts in terms of meeting or exceeding expectation.

Within Cefn Fforest this praise is given at different levels

Personal Level

E.g. a nod, thumbs up, smile

Classroom Level

E.g. acknowledgement in front of peers, mention of name, acknowledgement on the celebration board, stickers, note home

School Level

E.g. star of the week, peer choice/teacher choice, Acknowledgement from a different teacher/senior member of staff. Phone call home.

The use of the Class Dojo App to keep parents informed of positive behaviour.

Managing Behaviour – A Stepped Approach

Pupils are responsible for their choices and actions. Adults will deal with incidents using the steps as indicated below:

1. Non verbal / Redirection	Reposition yourself in the classroom, Give a look, praise behaviour you want to see. Gentle encouragement, A 'nudge' in the right direction, small act of kindness,
2. Reminder	Give a reminder of the expectations Ready, Respect, Safe delivered privately wherever possible, making pupil aware of their behaviour. Repeat reminder if necessary. Deescalate and decelerate whenever possible.
3. Caution	Give a clear verbal caution using *the script*. Make the pupil aware of their behaviour and outline consequences if they continue. The pupil has the choice to do the right thing. Remind learners of previous good conduct to prove they can make good choices.
4. Reflection	Give the pupil time to reflect away from others (time out within a designated classroom space). Speak to the pupil privately, giving them a final opportunity to engage (Incident recorded as amber on pro monitor sheet)
5. Time Out	The pupil is redirected to another space (outside classroom) for the remainder of the session. Reconciliation (see Below) takes place after session or as soon as possible but in pupils time. (Incident recorded as red on pro monitor sheet)
6. Reparation	A restorative meeting should take place before next lesson. If unsuccessful the adult should call on support from a member of SLT who will support the reparation process. (see restorative approach)

6 Steps for reparation meeting

1. What's Happened?
2. Who has been affected?
3. How have they been affected?
4. What do we need to do to make it right?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship. (I know how you feel, I'm going to get you ready for learning)

The scripted Approach (stage 3 of the stepped approach)

Caution - Stage 3

1st warning (firmly and personally)

You have chosen to you have broken our ready, respectful, safe rules

This is a warning. You need to now make the right choice. (Walk Away)

(This may need to be repeated gently should the child interrupt, e.g. I hear what you are saying, or I understand that (you are upset) however you have chosen to)

2nd Warning - stage 4

You have chosen to you have broken our ready, respectful, safe rules

This is an additional warning. You have ignored the previous warnings.

Think carefully about your next choice. You are in charge of your behaviour. If you need a different space in the classroom. Please use it. (walk away)

3rd Warning Stage 5

You have chosen to you have broken our ready, respectful, safe rules

This is the 3rd time I have spoken to you. Do you remember when(give positive example of pupil) That is the behaviour I expect from you.

If you chose to break the rules again you leave me no choice but to ask you to leave the room and work in

If at any time the conversation becomes unproductive:

"I am ending this conversation now. I am going to walk away and give you a chance to think about the choices you have made. When I come back I know that we can have a polite and productive conversation."

Behaviours Outside the Classroom

Every adult has a role to play in terms of encouraging positive behaviours around the school. Therefore staff will never ignore or walk past pupils who are behaving poorly. Incidents on the playground, in canteen and corridors will be dealt with using the same stepped approach by all adults. Should a class teacher need to be made aware of an incident, this will be done privately by whoever has dealt with it. A record of the incident must be made (In incident file in office)

Aggressive or violent Incident

An aggressive or violent incident **should** be handled in the following way:

- The stepped approach is utilised
- Should an incident be perceived as dangerous, the adult will send a responsible pupil to call for a member of SMT.
- **Physical intervention is the last resort** - All staff are trained in safe restraint using TEAM TEACH. Physical intervention is not a strategy to be used to enforce compliance.
- Pupils will be removed from the situation, given time to calm down (up to 45 mins) and the incident will be followed up restoratively when all parties are sufficiently calm.
- Pupils will only be returned to class when they have displayed they are calm enough to do so - All pupils will be treated as if this is a fresh start - it is up to the pupil to utilise this opportunity to demonstrate positive behaviour. Depending on the incident, a decision to exclude may take place - see notes on exclusions below.
- A note home **will be** sent to alert parents/carers of a specific incident

Dealing with the 5%

For the majority of pupils, the above systems will be adequate in order to manage behaviour positively. Some pupils will need additional measures put in place in order to support challenging behaviour. In these instances, the following measures will be put in place in line with the SEN code of practice - a graduated response.

- A meeting with parents/carers, pupil, the class teacher and ALNCo in order to discuss the concerning issues and set behaviour targets.
- Behaviour targets are monitored by class teacher.
- A daily home/school link book is put in place so both positives and concerns can be shared.
- Pupils will be given the opportunity to have a named adult to discuss any issues arising - it is important that this adult is of the pupils choice.

4 weeks later a 2nd meeting will take place to review targets.

4 Weeks after 2nd meeting a 3rd meeting will take place, should progress not be witnessed the following measures will be put in place:

- Pupil put on an IBP and placed on the SEN register. Parents will be made aware of outside agencies which may be able to support them and their child.

Should progress continue to be limited, school will consider referral to external agencies for additional intervention (BSS) parents will need to agree and sign PIP2 form.

Exclusion - challenging incidents

Where there is an incident of significant nature that has put the safety of pupils or staff at risk the incident must always be referred to the Head Teacher (SMT in their Absence)

An incident that has required the use of restraint **must** be recorded in the appropriate form (see Physical restraint policy) and signed by all staff involved and parents informed on the day.

Exclusion will be used as the last resort and the school hopes that the majority of pupils will respond to interventions from the class teachers, parents and outside agencies that may become involved as described in the stepped approach. The Head Teacher (SMT) will make a decision on exclusion based on the incident and will inform the chair of governors and LEA. Parents are expected to collect their child from school as soon as possible and the Head Teacher will discuss the incident with them and the reason for the exclusion. (see exclusion policy)



Behaviour for excellent teaching and learning - A summary **'Catch the child being good'**

Creating a positive learning culture where everyone can learn, respects everyone and develops confidence and independence is key at Cefn Fforest Primary School

The Three Golden Rules, **Ready, Respectful and Safe** must be displayed in each learning space and referred to in all conversations around conduct.

Consistencies of ALL ADULT behaviour

- Refer to the Three Golden Rules (Ready, Respect, Safe)
- Meet and greet the pupils
- Model positive behaviours and relationships
- Ensure that lessons are well planned, engaging, challenging and meet the needs of the pupils
- Ensure praise outweighs negativity by a 5:1 ratio
- Allow take up time when using the stepped behaviour management approach
- Be calm and not use a raised voice
- Follow up on incidents and engage in reflective dialogue with pupils so as to prevent reoccurrence
- Never ignore or walk past pupils who are behaving badly

Rewards

It is the expectation of all staff to:

Make children who consistently do the right thing feel important!

- With praise, rewards, stickers, Class Dojo points, positive notes home, praise from SMT, star of the week, phone call home.

Consequences - Stepped approach

1. **Non verbal/ Redirect** - Reposition yourself in the classroom, Give a look, praise behaviour you want to see. Gentle encouragement, A 'nudge' in the right direction, small act of kindness.
2. **Reminder** - Give a reminder of the expectations: Ready, Respect, Safe - delivered privately wherever possible, making pupil aware of their behaviour. Repeat reminder if necessary. Deescalate and decelerate whenever possible.
3. **Caution** - Give a clear verbal caution using *the script*. Make the pupil aware of their behaviour and outline consequences if they continue. The pupil has the choice to do the right thing. Remind learners of previous good conduct to prove they can make good choices.
4. **Reflection** - Give the pupil time to reflect away from others (time out within a designated classroom space). Speak to the pupil privately, giving them a final opportunity to engage (Incident recorded as amber on pro monitor sheet)
5. **Timeout** - The pupil is redirected to another space (outside classroom) for the remainder of the session. Reconciliation takes place after session or as soon as possible but in pupils time. (Incident recorded as red on pro monitor sheet)
6. **Reparation** - A restorative meeting should take place before next lesson. If unsuccessful the adult should call on support from SLT.