



Respect for All. Learners for Life.

Lister Infant School

Positive Behaviour
Policy

Agreed: September 2019

Date of Next Review: September 2020

Overview

It is a primary aim of our inclusive school that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Our school has rules, but our behaviour policy is not primarily concerned with rule enforcement. Our policy is a means of promoting good behaviour and relationships in order that our school community has the common purpose of helping everyone to work and learn together in an effective and considerate way.

Outstanding behaviour is central to all we do at Lister Infant School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy. The school rewards good behaviour, as we believe that this will help to promote an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community with values based on; respect, kindness, resilience, courage, reliability and has empathy for others.
- To promote community cohesion through improved relationships.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Strategies

Our Positive Behaviour Policy is based on the **Five Pillars of Pivotal Practice**

- 1. Consistent, calm adult behaviour**
- 2. First attention for best conduct**
- 3. Relentless routines**
- 4. Scripting difficult interventions**
- 5. Restorative follow up**

Adult Behaviours *"When the Adults Change Everything Changes"* (Paul Dix, Pivotal Education)

Our 3 School Rules:

Every class will display and promote the following school rules:

- **Be Safe.**
 - **Be Respectful.**
 - **Be Involved.**
1. The school rules will be promoted at all times by the whole school community.
 2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
 3. All staff will expect high standards of behaviour at all times.
 4. All staff will treat all children fairly and apply the behaviour policy in a consistent way.
 5. Children will be taught to be, respectful, well-mannered, obedient and well-behaved.
 6. This policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour.
 7. Each member of staff is held responsible for the behaviour of the children in their care.
 8. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
 9. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
 10. When there is a serious problem with a learner's behaviour, the SENCO or headteacher will, where appropriate, involve outside agencies.
 11. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines (hard copies of this are available from the school office).

Expectations of Adults (Appendix i)

At Lister Infant School, we expect **all adults** to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what **and praise good conduct publicly.**

Adult behaviours we **don't expect to see** are: shouting, negativity, humiliation and **reprimanding in public.**

All Staff

It is the responsibility of all staff to: Implement the school behaviour policy consistently throughout the school. Report incidents of persistent or serious misbehaviour. Deal with such incidents in line with procedures set out in this policy.

In addition to this all staff will:

1. Refer to '**Safe, Respectful, Involved**'
2. **Model** positive behaviours and build relationships.
3. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
4. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
5. **Never ignore** or walk past learners who are behaving badly.

Teaching Staff

It is the responsibility of all staff to: Implement the school behaviour policy consistently throughout the school. Record incidents of persistent or serious misbehaviour on CPOMS. Deal with such incidents in line with procedures set out in this policy. Contact parents to discuss behavioural concerns.

In addition to this teaching staff will:

- Meet and greet learners at the beginning of the day.
- Refer to '**Safe, Respectful, Involved**'
- **Model** positive behaviours and build relationships.
- Be **calm** and give 'take up time' when going through the steps.
- Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.
- Use of Positive Notes and Positive Phone Calls.

Senior Leaders

Implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. Support all staff in implementing the policy and by setting the standards of behaviour. Authorise fixed-term and permanent exclusions to individual children for serious acts of misbehaviour or of anti-social behaviour.

Senior leaders are **not** expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition to this Senior Leaders will:

- Meet and greet learners at the beginning of the day on the school gate.
- Be a visible presence around the school and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.

Parents/Carers

It is the responsibility of parents to: Support the school rules. Ensure that they give their children a consistent message about these rules and how to behave in school. Support the school when it applies reasonable sanctions to punish a child. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher.

Recognition and Rewards

At Lister Infants we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go '**over and above**' our standards. (see appendix ii)

- We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.
- Rewards in individual classes consist of: verbal praise, encouragement stickers and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's values. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.
- Positive notes/phone calls home: these will be given each week to members of the class who have gone **over and above** that week. Effort as well as achievement is equally praised.
- One pupil will also be selected from each class for promoting the school values, and they will be rewarded with a certificate at the assembly.
- One pupil will also be selected from each class for demonstrating good manners and they will be rewarded with a certificate in assembly.
- Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go **over and above** our standard.

CPOMS

CPOMS is our school's online behaviour record which is used by every staff member to log any issues that arise in school. Each staff member has their own personal log in and every child is on the system. If there are any incidents that staff need to record or children's behaviour that is a cause for concern it is logged on the system. Staff can assign incidents to other staff to look over or intervene if needed, notes can also be added to the incident. This gives us a record of individual children over the course of their time in this school. CPOMS is overseen by the Senior Leadership Team and pastoral staff.

i) The purpose of this is to give a complete picture of regular patterns of poor behaviour from individual children.

ii) Ensure that there is a written record kept over time that can be used in discussion with parents/carers and outside agencies.

iii) Give staff opportunity to praise and reward children who succeed in changing their behaviour

Managing Behaviour

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed.

See appendix iv for '**Practical steps in managing and modifying poor behaviour.**'

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script". Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that* (you are not ready to learn), reference previous good behaviour
- 2) *I need you to ...* (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)

3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention, the less likely a member of staff is to “improvise”. Staff will then walk away and give pupils time to think and act positively. (Appendix vi)

Important note

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual behaviour plan developed for them to meet their individual needs (using ‘ROAR’ resources) put together by Miss Clarke, School Learning Mentor. These plans are regularly reviewed and shared with all staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

Serious Incidents

All serious behaviour matters must be referred immediately to the Head teacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically hurting others

Consequences

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences.

Restorative Conversation:

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) How did this make people feel?
- 3) What should we do to put it right?

In line with the DfE guidelines, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- 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.
- restrain a pupil at risk of harming themselves through physical outbursts.

Governors

The Link Governor for Safeguarding meets with the Head teacher on a termly basis. The head teacher prepares a report for this meeting which includes up to date information about school behaviour. This report is then shared with all governors at meetings of the full governing body.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims. It will be used to promote community cohesion.

Reviewed and adopted by the Governing Body on: _____

Signed by Chair of Governors: _____