



Respect for All. Learners for Life.

Lister Infant School

Positive Behaviour Policy

September 2022

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, honesty** 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 head teacher 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 head teacher in accordance with the Local Authority Guidelines.

Expectations of Adults (See 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.
4. Prevent before sanctions.
5. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
6. **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.
- Use Positive Notes and Positive Phone Calls.

Senior Leaders

Implement the school behaviour policy consistently throughout the school, and 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. (Full list of rewards: Appendix iii)

CPOMS

CPOMS is our school's online behaviour record which is used by every staff member. CPOMS is used to log any serious issues that arise in school. Each teacher 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 SEND, the generic behaviour system/routines may not meet their individual support requirements. These pupils may have an

individual behaviour plan developed for them to meet their individual needs. 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. See appendix v for the Consequences Chart.

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.

Searching

School staff can search a pupil for any item if the pupil agrees. Head teachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item

Dangerous Items Prohibited in School

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/mock ones. Knives and other offensive weapons. Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

Banned Items:

Mobile phones. Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery, energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item or mobile phone, staff will confiscate it and bring it to the office for safe-keeping.

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: _____

Desirable and Undesirable Adult Behaviours

Appendix i

Adult behaviours we must eliminate	Adult behaviours we must keep
<p style="text-align: center;"> Knee jerk reaction Judgemental Negativity Moaning Negative body language Shouting Humiliation Aggression Ridicule Inconsistency Shaming Shushing Talking about children in their presence Reprimand IN PRIVATE </p>	<p style="text-align: center;"> Calmness Consistency Positivity Kindness Caring Helping each other Nurturing Complimenting Supportive Humour Gentleness Respect given no matter what Empathy Forgiveness Praise IN PUBLIC </p>

Expectations of Behaviour at Lister Infant School

THE STANDARD

Respect for All. Learners for Life.

At our school, we want to reward our pupils for going '**above and beyond**' the expected standard of behavior. This expected standard is listed below:

- Follow our 3 school rules: **SAFE, RESPECTFUL, INVOLVED**
- Walk safely around our school
- Show good manners and be polite
- Always be honest and show courage
- Listen carefully to all & follow instructions
- Respect for everyone in our school & everything in it
- Kind words, kind hands, kind feet
- Persevere and complete tasks to the best of your ability
- Wear our school's uniform with pride (including PE. Kit)
- Have 96% attendance or more

Positive Behaviour Policy Rewards

Respect for All. Learners for Life.

Rewards	
<ul style="list-style-type: none"> • Verbal Praise • Stickers in books • Weekly School Values Certificates • Star of the Week award • Head teacher Award • Positive recognition boards in every classroom • Positive notes/phone calls home • Termly/annual attendance certificates and star badges • Dojos 	<ul style="list-style-type: none"> • For effort, achievement • For effort, achievement • One child nominated each week • One child nominated each week • For consistently outstanding work, for consistent effort, for consistently demonstrating school values • Positive recognition of pupils/acts that have gone over and above • Positive postcard home/phone call to parent to recognize when a child has gone over and above • Bronze, silver and gold badges and certificates awarded for attendance above 96% • Awarded for punctuality and attendance, effort, achievement, school values, above and beyond

Practical Steps in Managing and Modifying Poor Behaviour

Respect for All. Learners for Life.

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

Steps	Actions
1) Encouragement	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Reminder	A reminder of the expectations SAFE, RESPECTFUL, INVOLVED delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.
3) Warning	A clear, verbal warning delivered privately (side on/child's level) making the learner aware of their behaviour (use ' I've noticed... ' I know you can do this ... remember....')
4) Time Out	At this point the learner will be referred outside of classroom with teaching assistant. No engagement in discussion about removal – task to complete work. Teacher to log incident on CPOMS
5) Reflection	Child to miss 5 mins playtime (quiet reflection)
6) Repair	A restorative 'walk n talk' conversation should take place using 3 agreed conversation questions. This should take 30 seconds and end positively. It should take place before the next lesson. Staff take responsibility for leading these, receiving support from middle leaders/SLT when requested.
7) Formal Meeting	If this pattern of behaviour continues, a meeting with the teacher and SLT recorded on CPOMS with agreed targets (use ROAR Behaviour Plan) that will be monitored over the course of two weeks.

Lister Infant School
Consequences
Respect for All. Learners for Life.

Behaviour	Consequence	Next Steps
Physical Aggression Swearing	Follow step 6 & 7 with teacher and member of SLT. Pupil will miss outdoor play with peers at break and lunch the following day	Log it on CPOMS. Phone call home to parents. During exclusion from the yard, the pupil is to repair relationships by: 1) Writing letter of apology 2) Agree to do something to 'make up' with other pupil/s
Racist comment Homophobic comment	Follow step 6 with teacher and member of SLT. Details which emerge from restorative meeting will determine a next step consequence.	Teacher who initially deals with incident to record it on CPOMS. Parent informed after step 6.
Refusal to complete work Disruptive behaviour in lessons	Follow steps 1-7 listed in Appendix v Escalate to behaviour intervention from Learning Mentor.	Logged on CPOMS Parents informed.

30 Seconds Scripted Intervention


Respect for All. Learners for Life.

- Done in **PRIVATE** with a pupil
- “I noticed you have chosen to...(turn around during teacher talk, get out of your chair without permission, refuse to begin the task”)
- “Do you remember when you were brilliant...last week or last lesson?” or
“ Look at the rest of the class-perfect silence all working hard)”
- “That is the _(child’s name)_ I want to see today!”
- “Thank you for listening.”
- Then WALK AWAY and don’t look back. Eventually pupils will complete your sentences for you when you are consistent. It is **VERY IMPORTANT** to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. **Normalising compliance.**

Positive Behaviour Policy

Respect for All. Learners for Life

3 IS THE MAGIC NUMBER! Following these basic principles will ensure our behaviour policy is consistently being applied:

<p>3 SCHOOL RULES</p> <ul style="list-style-type: none"> • SAFE • RESPECTFUL • INVOLVED 	<p>3 ways to recognise conduct that is 'over & above':</p> <ul style="list-style-type: none"> • Positive recognition boards • Certificates • Good notes/ phone calls home 
<p>3 adult behaviours we don't want to see:</p> <ul style="list-style-type: none"> • Inconsistency • Reprimanding in public • Shouting 	<p>3 adult behaviours we do want to see:</p> <ul style="list-style-type: none"> • Positivity • Calmness • Supportive 
<p>3 restorative questions for follow up:</p> <ul style="list-style-type: none"> • What's happened? • Who's been affected? • What can we do to make things better/right? 	<p>3 ways of dealing with unwanted behaviour:</p> <ul style="list-style-type: none"> • Use 'I've noticed..' consistently • Refer to 'the script' • Time out - Repair 