



Positive Behaviour Policy

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Introduction – School Ethos

At Greatworth School **we hold an unconditional positive regard for children and high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and enable positive behaviour in our community. Staff at Greatworth share an understanding of the language, non-verbal communication and consistent procedures we use to manage learner's behaviour. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn to be patient.

If children live with praise, they learn to appreciate.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with honesty, they learn truthfulness.

If children live with security, they learn to have faith in themselves and others.

If children live with friendliness, they learn the world is a nice place in which to live.

What are the aims of this Policy?

- To make clear the ethos and expectations of behaviour that is expected at Greatworth.
- To ensure consistency of approach to managing behaviour in school.
- To provide guidance on the systems and processes to use when managing behaviour.

School Rules

At Greatworth, we have the following simple and clear rules that apply to all members of the school community:

Be kind, be helpful, be respectful

This includes the expectations that children will:

- *Have kind hands, feet and words*
- *Be honest*
- *Stay safe*
- *Work hard and learn from our mistakes*
- *Take care of our school, our belongings and other people's.*

This Year we have introduced the 6Ps:

- Be Prepared
- Be Prompt
- Be Productive
- Be Patient
- Be Polite
- Be Positive

Expectations of the school community:

Headteacher and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To provide training and support for staff.
- To intervene with Behaviour Management at Level 2 and 3 .

Staff and Governors

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school based on mutual respect.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communication regularly between home and school.

Pupils

- To know and respect the School Rules.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

Parents

- To work with the school to ensure that their child behaves positively.
- To speak to the school if there are any concerns about other children's behaviour rather than speak to children and parents directly.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

Curriculum and Teaching

At Greatworth Primary School we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. By delivering this curriculum in interesting and imaginative ways we will inspire and excite the learners in our classes. We believe that an appropriately structured curriculum and an effective learning environment ensure that unwanted behaviour is minimal.

Circle time, assemblies, the school council and the PHSE curriculum is used to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allowing all involved to have fun together.

Relationships

Healthy, trusting relationships built upon mutual respect are an essential element of developing good behaviour amongst children and staff.

Praise and Rewards

At Greatworth, we praise and reward positive behaviour; our approach is designed to promote and acknowledge good behaviour rather than to deter unwanted behaviour. Reward schemes are in place to recognise this. For some children, a reward system outside of the school system may be used to support their behaviour choices.

See Appendix A for details of our rewards.

Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- It should be the behaviour rather than the person that is sanctioned.

Support systems for individual pupil need

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage. Parents must be notified of these systems.

Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively

and successfully. All staff have a copy of this policy in order to that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in order to receive guidance and support.

Support systems for parents

Greatworth School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Family Support Worker is available to work with families and make links with other agencies where necessary.

Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.

This document is freely available on the school website.

It will be reviewed on a bi-annual basis.



Appendix A – Praise and Rewards

At Greatworth we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words** – children need praise like plants need water and;
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** is far more effective than several negative calls.

Dojos

Dojos are awarded for areas where children go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being an industrious or resilience learner
- Being a curious or Agile Learner
- Good effort with Key skills or Home Reading
- Positive behaviour around school or in assembly
- Going the extra mile

Class teachers may also add categories that they are working on within their class. Dojos are recorded on the dojo charts. Staff should ensure that there is a fair distribution of reward across the classes. When a child reaches 25 Dojos they can choose a special reward (eg wear slippers to school). Dojos are collected every week and the winning class at the end of the term congratulated. Whole school targets are set and when achieved, a whole school reward is given eg a trip to the park. Year 6 will be responsible for collecting weekly scores and collating the Dojos totals each week.

100, 200, 300 etc = 100 Dojo certificate

Additional support

There are a range of rewards and behaviour systems in place for children with individual plans. These may include reward time, systems when they can come off the playground to a 'safe place' when they are upset. Teachers may introduce other rewards alongside the behaviour system to support specific children in the class.

School Council Representatives

The School Council meets half-termly. There are 2x Year 6 Captains. A formal procedure will be followed in their appointment and they will be expected to be good role models for their house. These school representatives will carry out surveys and elicit pupil voice. They will also lead whole school improvements based on their constituents! Mrs Scott is our School Council lead.

Whole Class Dojos

All the class contribute to a shared behaviour target. If they achieve it, the class receives a shared reward.

Shout Outs

Children are encouraged to give each other shout outs for kindness around school. They are commended during a weekly assembly and dojos given.

Marbles

Marbles are used in Willow Class to go towards a whole class reward time.

Other Awards

During this assembly children are rewarded Reading Certificates for effort when reading at home, Athletics certificates, Spelling and times tables certificates.

Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday. Star of the Week's parents are invited to Achievement Assembly.

Achievement Assembly (every Friday)

Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Appendix B - Consequences

Rewards are central to the encouragement of good behaviour, however, consequences are sometimes necessary to modify behaviour.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

You Break it, You fix it!

This year we have introduced a '**You break it, you fix it!**' approach. This means that Staff at Greatworth discuss with children what action or behaviour has been inappropriate and discuss how it can be fixed. An example might be if someone leaves someone out of a game they would be encouraged to empathise and then may decide to include them next time and apologise.

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason. The consequence should fit the behaviour. For example, if a child is chatting too much during lessons, they may be asked to wait behind after class for a few minutes to discuss the impact on other's learning. If this was to continue an appropriate consequence may be to sit on a single table.

When giving consequences, the following should be considered:

- It must be clear why the warning or strike is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- They must be made aware of their choices and the consequences linked with their choice.
- Group punishment should be avoided as they breed resentment.
- It should be the behaviour rather than the person that is punished.

Level 1- 1, 2, 3 Magic

Supervising adults are trained to use the 1, 2, 3 Magic process to help children to recognise that their low-level behaviour is inappropriate and to encourage them to make the right choices for their behaviour, without giving attention for their actions. Where a child is using low level inappropriate behaviour, the adult will say their name and say 'that's a one' (showing one finger). If the behaviour continues, the

same process will be repeated using 'that's a two' and on 'that's a three' children will be given a timer to take 5 minutes time out to reflect on their behaviour and make the right choices. Teachers will also move a child's peg and they will complete a Think Sheet. These will be shared with parents.

Where 1, 2, 3 Magic has not been effective, or where the behaviours being displayed are more disruptive or higher level, Level 2 and 3 systems will be put into place.

Level 2

If in the same week, there is consistent challenging behaviour and children to choose to break the School Rules this will be monitored, consequences given and the class teacher will record the strikes given and arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour.

The Head Teacher will monitor 'Think Sheets' to ensure support is given to staff, parents, professionals and support is given to individuals.

At times it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Manager will support the class teacher and year group team to deliver suggestions and strategies.

If a child engages in a physical or racial attack or swears they will receive an instant 3 and complete a Think Sheet, contacting of parents and loss of a playtime. For more serious incidents the child will be reported to the Headteacher immediately. An Internal Inclusion may be used in some cases.

Incidents of physical aggression or arguments may be logged on a Behaviour Record Sheet. These are analysed during the monthly DSL meetings to look for patterns of behaviour to support interventions.

Level 3/Extreme Behaviour

Occasionally, behaviour will escalate to Level 3. At this stage, the Headteacher will be involved in managing this.

Examples of serious misbehaviour which is classed as Level 3 are as follows:

- Bullying
- Persistent disruptive behaviour
- Damage to property



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- Physical assault against an adult
 - Physical assault against a pupil
 - Racist abuse
 - Theft
 - Verbal abuse against an adult
 - Verbal abuse against a pupil
 - Sexual misconduct
 - Drug and alcohol related
 - Any other offensive deemed serious

In extreme cases children will be excluded. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

Appendix C - Expectations of Behaviour

At Greatworth, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. Teachers use '100%' and 'track the speaker' and 'full-body listening' to remind children about the learning behaviours expected.

Code of conduct

Movement around school

- Always walk on the left hand side.
- Talk with quiet voices.
- Single file (In exceptional cases, some children will be next to an adult).

Assembly

Use hand signals instead of verbal commands to direct children

- Stand until told to sit.
- Be a quality listener!
- Stand up to sing and sing well!

PE

- Wear PE kit – no jewellery and hair tied back (borrow school kit if there are spare otherwise evaluate lesson or do other appropriate work, parents to be informed by letter if they continue to forget kit).
- Staff dressed appropriately – no jewellery.
- Have an agreed STOP signal.
- Follow instructions.
- 'Think Time' designated area (mat) for warning children about their behaviour.
- Good sportsmanship to be rewarded.
- A P.E. kit register will be taken, children who forget their kit twice in succession will have a note posted home to remind parents. Children will not borrow other children's kits, they either use spare kit or go to other class to do work or video and blog evaluation of the P.E lesson.

Outside work areas:

- Go to table or area quietly.
 - Quiet voices.
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- Work on task – do not engage in conversation to people walking past.
 - Tidy areas when finished.
 - Children at all times need to be monitored by adults.

Playtimes

- At the beginning of play children line up in class.
- Children leave class with an adult escorting them to the playground.
- Remember to have buddies set up for those children that need them.
- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- To line up or go in as soon as the end of playtime is signalled.
- Children should be lining up in silence, facing the front.
- Walk in with teacher quietly.
- Should be ready for the next lesson to start with equipment and books on desks.

Toileting

- Encourage children to go at the beginning of playtime.
- Children are allowed to go to the toilet during lessons and teachers have a system set up to ensure children are safe and learning is least interrupted.

Cloakroom

- Hang up coat and PE bag on peg.
- Pick up others coats if knocked off.

Other

- Unfinished work will be completed during break and lunchtimes. This should be monitored.
- Children should be monitored by an adult if inside at lunchtimes.

Appendix D: Behaviour Management Toolkit

Our understanding of behaviour management is...

..... *Unconditional Positive Regard*

It starts with the adults....

Good teaching

- A good teacher brings the curriculum to life!
- Tasks must have QUDOS: Quick; Understandable; Doable; open ended and Simple
- PVC: Pace, Variety, and Challenge
- WAGOLL
- Uses AfL to assess where children are and know where they need to go next
- Starters to review learning
- Plenaries (both at the end of a lesson and at key points during the lesson)
- Give no more than 3 instructions at any one time – brain struggles to process
- Always be ALERT and be careful of positioning – you should always know what each pupil is doing
- Use seating plans – break up cliques and friendship groups. Take ownership of the room.
- Environmental restructuring – Making sure the areas being worked in are suitable . i.e. sitting next to a door if a child may regularly need to leave a room

Non-verbal Communication

- Intervention should always be less disruptive than the behaviour being addressed in order to prevent escalation so start with non-verbal signals. e.g. to use quiet voices, Listen, look this way etc. Thumbs up for good. This keeps a calm environment and doesn't disrupt the pace of lesson; boosts pupils' self esteem; pupils can't answer back to a verbal cue
- Body language, facial expression, gestures, eye contact, touch, space (body language 55%, 38% voice, 7% words)
- The look- Making eye contact with a child to let them see you are observing their actions.
- 100%; full body listening and track the speaker are all important expectations.



Relationships

- Smile! It's infectious!! Generates warmth and a positive learning environment for all
- Use humour, not sarcasm
- Knowing their motives allows you to solve behaviour problems; 1:1 problem solving – Taking the opportunity to talk quietly, calmly and in a degree of privacy to discuss or solve problems
- Connect with pupils make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate
- Have high expectations of all pupils e.g. "I expect all pupils in this room to get a level 5".
- Start every session afresh. Repair and rebuild your relationship as soon as possible.

Praise

- PIP and RIP (Praise in Public, Reprimand in Private)
- Pupils need praise and rewards like plants need water
- Focus on good behaviour: "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc.
- Proximity praise- Praise other children, seated around a child, who are doing the right and required thing.
- A phone call home to a parent for praise is worth more than a 1,000 negative calls
- Continually offer encouraging words/ gentle discipline

Routines

- Whole School understanding of 'show me your hands' to get attention, with a thumbs up from other hand to pupils that respond
- Visual timetables
- All adults follow school routines and policies (See Appendix E)

Non-confrontational Techniques

- Use a question- Open rather than closed questions are best- don't give a child a chance to respond to questions not fully thought out - "Is everything alright there ___?" for unfocussed pupils. "How can I help you ___?" for pupils off task. Ask "What should you be doing now?" –this refocuses the brain.
- Physical proximity- move alongside a child to show them you have observed them and that they need to rethink their actions.

- Tactical Ignoring- Ignoring certain behaviours and waiting for the first chance to praise for positive actions. Take care not to ignore too much or ignore a child who will 'push harder' in order to get your attention next time.
- Keep low level disruption low level e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mole hill!

Good strategies to combat a disruptive pupil

Level 2 behaviour:

- Say their name; 2)Pause; 3) Body language; 4) Action e.g. "look this way"; 5) "Thank you"; 6) Move on
- Power of choice e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice". This provides a win/win situation by giving options to a child rather than an ultimatum.
- Broken record technique- Repeating what is needed to be done to comply with requests.eg you need to sit down
- Rule, reminder, state consequences, restate request, apply consequence-keep the child fully informed of the process that events will take.
- Move in technique- approach the child appropriately, and state requirements and move away to allow take up time (may be needed 2 or 3 times)
- Refocusing techniques- don't allow the child to deflect from your remarks Say things like, 'I hear what you say, but I need you to ...'
- Take up time- time allowed for a child to comply with a request before any further reminders are given or actions are taken.
- Diversion – agrees and refocuses e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale"

And if that doesn't work remember:

- Stay calm, don't panic and remain in control.
- Don't chase after children but always catch them later.
- Don't be drawn into an argument, refocus the child.
- Separate children as quickly and as calmly as possible.
- Encourage children to suggest their own solutions to a dispute.
- Remove any audience
- Allow a cool off period before talking to the child.
- Allow children to tell their side of the story one at a time.
- Avoid being judgemental
- Remind of the consequences and apply them. Withdrawal/Remove- take children from difficult classroom situations

- Management back-up – Regular discussions with Head /Deputy regarding children at level 2.
- Teaching not monitoring- Teach behaviours needed, the child may not understand what is required. Notes kept must be good enough to help a progressions and not just a record of incidents.
- Certainty not severity – it is the certainty that things will occur that will change situations not the severity of consequence.
- Put contracts in place- Create verbal or written agreement with small steps to help create a sense of real progress and self motivation
- Get parents on board- make regular, frequent telephone calls home
- Organise lessons – enable the student to work on one thing at a time clearly and directly.
- Give explicit instruction- 'Give them clear tracks to walk in and there's more chance of them staying on the path'.
- Give the child a responsibility