Positive Behaviour Policy

Howard Primary School Behaviour Policy			
Review Frequency	Annual	**Date of next review**	Ongoing throughout 2020/21
Review By	IEB/LGB	**Required by Law**	Yes
Governor Approval	date	**Website**	Yes
Staff/Governor responsible	Headteacher Asst Ht SENDV	**Date first produced**	August 2020

All involved at Howard are committed to promoting high expectations for excellence in learning behaviours and respectful general behaviours. By the time they leave us we expect to have enabled every pupil to regulate their own behaviour and to be able to behave pro-socially with their peers and with the adults in school.

The Policy is based on the Steps principles of open and shared communication, a shared commitment to diversion and de-escalation with reparation, reflection and restoration at its heart.

Objectives

Everyone within our school has the right to:

- be safe
- feel valued
- be treated with respect
- learn in a positive environment

We place an emphasis on consistency of expectation throughout the school. Every member of staff is expected to know and understand this policy and support pupils to behave positively at all times during the school day, and when they are in out of school hours provision.

This policy recognises that there may be times when a pupil's behaviour requires the implementation of immediate protective consequences to keep staff and pupils safe. These are solely actions to ensure no harm, or further harm occurs in the short term.

The expectations for behaviour will be developed and shared every year with pupils, in an age appropriate way by their class teacher. They will be annually reviewed with staff, parents and governors.

Our Approach

Our whole school positive behaviour management strategy based on the Steps model which is a therapeutic, restorative approach. This recognises that a key role for all staff is to 'teach' behaviour and requires that all staff are responsible for growing 'internal discipline' in the children we teach.

It is important for children to know that all members of staff follow the same codes of acceptable and unacceptable behaviour so that children are treated fairly and consistently. This policy is followed throughout the whole of the school day, whether on or off-site. Incidents of bullying will be addressed following the school's Anti-Bullying Policy.

Behaviour expectations are underpinned by three simple core commitments (rules) based on being safe, caring and respectful. All staff are expected to model these expectations to enable children to feel secure, valued and cared for in school. Staff will build pupils' understanding of these commitments in an age appropriate way at the start of the school year, revisiting them as necessary in planned lessons.

The Howard Commitments

We are Safe and Happy
- we stay safe and calm
- we keep our friends and all the school staff safe
- we learn to take risks in our learning and to believe in ourselves

We are Calm and Caring:
- we are kind in thoughts, words and actions
- we do our best in our learning and our behaviour
- we learn from mistakes and support each other

We Respect and Listen:
- we are respectful to all people
- we look after school property
- we listen carefully and are polite

Promoting the Positive – The Howard Ethos

Our approach to managing behaviour is underpinned by the therapeutic values and principles outlined by the Steps approach. External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline.

We will help children to 'learn behaviour' and make positive behaviour choices through ensuring:

- **Positive relationships with adults and peers** - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- **Positive role models** - Using words and actions that mirror the responses we are trying to encourage in children.
- **Praise and positive reinforcement** - noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded.
- **Comfort, calmness and forgiveness** - Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.
- **Positive phrasing and repetition of expectations** - Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- **Consistency** – Working together to determine the best way to support each individual child and ensure that approaches to that child are consistent.

Rewarding Positive Behaviour

Pupils will be rewarded for behaviour that meets the code, shows positive pro-social behaviour, reflects making an effort with their learning and self-regulation, for improvements and for academic achievements.

Each pupil will have the opportunity to earn points for their class. These will contribute to a class reward, agreed collaboratively with their teachers. Points will be earned through through their agreed class reward system. When the class total reaches 500 points. Pupils will receive the agreed class award. This will have been agreed with their teachers.

Class systems
In EYFS and Year 1 children will earn points by earning 'pom poms' to fill their bucket. Each pom pom earned = 1 point.
In Year 2/3 and Year 3/4 pupils will earn points by earning stars. Each star = 1 point.
In Year 5/6 pupils will earn points by moving up their learning ladder for behaviours linked to their agreed class targets. Each move up the ladder = 1 point.

Wider rewards
Children can earn their rewards from any adult in school. MDSAs, sports coaches and office staff will have award tokens which will be given to pupils to reward pro-social behaviours demonstrating the Howard commitments. Pupils will be told that they have earned rewards and be given the token at the end of the session, lunch break so that there is limited potential for loss of the token. As pupils transition between lunch break or sports staff will share why the rewards have been given so they can be celebrated. Staff are expected to be vigilant in ensuring that all pupils have the opportunity to earn a reward.

Office and site staff will award tokens for witnessed pro-social behaviour that reflects the Howard commitments.

Whole school rewards
Each week, class points will be collected and added together to form a cumulative total from all the classes working together. This will be displayed and shared in celebration assembly. When the whole school reaches an agreed target of 10,000 points pupils will receive a whole school reward e.g trip to beach or theatre show.

Headteacher's awards
Children can earn "Golden Tickets" as awards for exceptional work, attitude or behaviour. Each of these golden tickets is an invitation to have hot chocolate (or juice) with Mrs Weir on a Friday.

Informing Parents
Where a pupil's behaviour merits awards, staff will inform parents. This will either be because a pupil has been given a sticker that recognises positive behaviour and/or effort, or

through verbal feedback or phone calls. Where behaviour shows particular improvement or merits greater recognition, pupils will be given a postcard to take home informing their parent/s of the positive behaviour.

Roles and Responsibilities

The following roles and responsibilities will underpin the promotion of positive behaviour:

Leaders will:
- Meet and greet families and pupils at the beginning of the day
- Be a visible presence throughout school
- Celebrate staff, leaders and learners whose contributions are positive and influential
- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Use behaviour data to target and assess school wide behaviour policy and practice
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with appropriate consequence rewards that value the behaviour and endorse the school expectations

Staff will:
- Meet and greet pupils positively at the start of the school day
- Make sure all children are listened to and feel valued
- Be a positive role model
- Provide a well-balanced and creative curriculum that inspires, interests and engages pupils giving everyone the opportunity to be successful
- Support children when dealing with their emotions and feelings using the PSHE and relationships curriculum as well as additional activities as identified by the Assistant Headteacher SENDV or Senior Leadership Team
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Plan engaging lessons that challenge and meet the needs of all children
- Offer the children choices and the chance to make the right decision
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Work in partnership with the Assistant Headteacher SENDV and Senior Leadership Team and others to ensure all IBPs, IEPs are followed, behaviour is supported as advised in these documents and in the risk management plans
- Complete review paperwork as necessary and keep records of how incidents of
- Follow the behaviour policy consistently and report negative behaviour following the agreed procedures.
- Never ignore or walk past pupils who are behaving exceptionally well or behaving badly.

Staff are expected to investigate and acknowledge how behaviour, experiences and feelings are inseparably linked. Positive experiences create positive feelings. Positive feelings create positive behaviour. Negative experiences create negative feelings. Negative feelings create negative and anti-social behaviour. (Steps training 2020)

Children will be supported to:

- Understand and comply with the school rules safe, calm, respect
- Foster their own mutually supportive social relationships in the school community
- Be responsible for and own their actions and their impact on other
- Respect other people, their views and feelings
- Empathise with the feelings of others
- Be fair
- Be willing to be reflective and to change their behaviours
- Learn to work calmly and cooperatively
- Understand key social conventions

The IEB will:

- Support with the implementation of the policy
- Provide advice to leaders regarding disciplinary issues and exclusions
- Review the effectiveness of the policy

Supporting and Sustaining Positive Behaviour

Recognising Positive Behaviour

Every member of staff will respond positively and strongly to pro-social behaviour so that learners develop the understanding that their pro-social behaviour can be rewarding of itself. Developing this intrinsic sense of the impact of how we behave to others is a core responsibility in managing behaviour at Howard. Pupils should also be helped to understand how their own behaviour can bring about positive experiences and feelings in others.

When children are positively engaged and learning staff must **'catch them getting it right'** through specific praise and recognition.

All adults in school, including those involved in out of school provision, and any visiting professionals should reward pupils' positive, pro-social behaviour by giving:

- **Praise and positive feedback**. This includes direct specific praise e.g. 'Great listening Alex. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Alex/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'
- **A relevant reward** such as a sticker or a special opportunity. The adult must make clear what is being rewarded and the impact of the positive behaviour.
- Opportunities for the collaborative building of rewards for positive behaviour in a class.
- A special job or responsibility
- **Thank you letters** written by staff to pupils outlining the specific prosocial behaviours being celebrated.

- Pupils the **opportunity to share their behaviour or their work** with other classes, teachers, a chosen adult, the Assistant Headteacher SENDV or the Headteacher.
- **Positive feedback to parents/carers** at the end of the day, written on a postcard or by sharing in a telephone call.
- **A special opportunity** to share a meal/hot chocolate with the Headteacher, Assistant Headteacher SENDV or a chosen member of staff/peer. The adults involved will reinforce pupils' understanding of why they have been selected for the experience and the impact of their positive behaviour on the pupil themselves and on others.
- **Pupils a sense of self-worth** because their work and/or achievements are shared in the community, displayed around the school, on the school website or on Twitter.

Where any staff including midday supervisors, administrative and site staff witness positive, pro-social behaviour, they should ensure they recognise it with the pupil by giving them a token to take back into class. If a pupil deserves special recognition, midday supervisors will convey the message to the class teacher in front of the pupil.

Classroom and playground management skills

Stages 1 and 2 in the process.

For the majority of learners, a gentle reminder or demonstration of the behaviour required is all that is needed. Any time spent out of a lesson means a pupil is not learning. Steps to address behaviour should be taken carefully with consideration of pupils' individual needs as necessary. Staff must praise the behaviour they want to see and not give undue focus to attention seekers. All pupils should be able to be successful in the work planned for them and should feel valued as a member of the class and school.

Use of classroom management skills
- Using body language and demonstration to convey expectations
- Use of positive phrasing to emphasise pro-social expectations
- Pausing to gain attention
- A private reminder of safe, care, respect. Staff make a pupil aware of their behaviour giving the pupil the opportunity to do the right thing.
- Move the pupil to a different position.
- Two minutes time out to deescalate the situation

If, despite the member of staff using the classroom management approach (and where relevant following the strategies in a support and risk management plan) a pupil persists in disrupting the learning of others or persistently refuses to engage, a verbal warning is given privately to the pupil which gives the pupil the choice to do the right thing. Pupils will be reminded with examples of previous good behaviour to show that they can make the right choice. They will also be reminded this is their last opportunity to make the right choice and to remain in class or out at play.

30 second intervention by a member of staff

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is.
- Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning. Where these initial strategies for managing behaviour are not effective we move to the next stages in management.

Managing Anti-social Behaviour

Phases 3 – 5 in the process

Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limiting choice and applying educational consequences will help a pupil to learn the more appropriate pro-social behaviours over time.

It is important that staff manage poor behaviour in a way that will not further disrupt a lesson or break time – or deteriorate the relationship with the pupil or class. If the poor behaviour of a pupil impacts the potential for other pupils to learn, the pupil must understand and be held to account in an age appropriate way. Staff must always manage pupils in a fair, firm and consistent way.

All staff will use the following principles when dealing with any anti-social behaviour:

1. Use positive phrases that will disempower the behaviour. (See below).
2. Offer choice. Inform the pupil that behaviour is disruptive and follow this with a choice to the pupil. (See below)
3. Public praise private sanction. Conversations about behaviour need to happen with the individual concerned and not the whole class.
4. Staff regulate their own emotions. Target the behaviour and not the pupil and don't lose sight of the outcome: 'the behaviour of the pupil needs to change'.
5. Staff never get into an argument.
6. Demonstrate consistency and fairness. Always follow up positive and negative behaviour in a consistent and fair manner.

Adults' responses to behaviour must aim to deescalate the behaviour through one of, or a combination of, the following strategies:

Positive Phrasing

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with a 'please' or 'thank you'.

Using 'please' will suggest an element of choice so should be reserved for low-level behaviours.

Using 'thank you' suggests you expect the student to comply.

Neither please nor thank you would be used in a high level situations. The positive phrase should be delivered assertively but without aggression.

Positive phrasing	Negative Phrasing
Prefacing or ending with please/thank you • Stand next to me • Put the pen on the table • Walk in the corridor • Walk with me to the meeting room • Come and sit with me	• Stop being silly • Be good • Don't throw that • Stop running • Don't talk to me like that • Calm down

Offering Choices

No choice – is where a positive phrase is given as a demand or with anger and aggression. This can trigger defensive, confrontational or oppositional responses.

Open choice can lead to misinterpretation and work against staff expectations. For example; the phrase 'what do you want to do?' could be answered by the child with 'go home' – when this can't happen, it can cause defensive or confrontational responses.

Limited choice often follows on from positive phrasing. Jo, we are going to the break out room, do you want to walk beside me or in front of me, beside or in front of me Jo?

Children making a positive choice should be given time to make and follow their decision – an opportunity to think, process and consider.

- Talk to me here or in the calm room?
- I am making a drink, orange or lemon?
- When we are inside, Lego, your toolbox or drawing?
- Are you going to sit on your own or with the group?
- Will you start your work with words or the picture?

Dealing with very challenging behaviour

There are a number of reasons why a pupil may be displaying challenging behaviour, and it is important we try and understand why the pupil is behaving in a certain way. Attachment difficulties, neglect or trauma may interfere with the child's capacity to regulate emotions and reactions. Among other things, such dysregulation leads to problems with controlling anger and impulses, as well as maintaining attention and connection.

Less effective strategies focus on how to manage harmful or disruptive behaviour. More effective strategies focus on planning to develop and encourage the prosocial behaviour that the individual is capable of displaying, and to recognise, plan and respond to escalating behaviours in order to prevent harmful behaviour.

CATCH THEM GETTING IT RIGHT, reinforce the prosocial behaviours and use strategies to avoid behaviour escalating.

De-escalation

A de-escalation script is an extremely effective tool as a planned response to high-level verbally aggressive, confrontational or non-cooperative language. It is designed to give a neutral yet supportive response at a time of high anxiety where staff may react with negative phrases, demands or threats driven by their anxiety or own emotional state. It specifically avoids questions and judgements by using planned positive phrases.

The principles of de-escalation
 1. Use the pupil's name
2. Acknowledge their right to their feelings
3. Tell them why you are there
4. Offer help
5. Offer a 'get out' (positive phrasing)

De-escalation script – to remove heat from a situation and create space and time
1. Pupil's name
2. I can see something has happened
3. I am here to help
4. Talk and I will listen
5. Come with me and…………

The specific de-escalation script should be used like a menu. Any element can be chosen in response to challenge presented by a pupil.

Staff are expected at all times to use words, actions and body language that will de-escalate a situation and enable a pupil to change direction to more positive behaviour.

Escalating body language	De-escalating body language
➜ Inside of an outstretched arm ➜ Too close ➜ Toe to toe, eye to eye ➜ Blocking the path ➜ Aggressive gestures ➜ Overbearing	➜ Outside of an outstretched arm ➜ Good distance ➜ Sideways stance ➜ Leaving an open door ➜ Relaxed hands ➜ Managing height

If a pupil is overwhelmed and in a very heightened state of anxiety, they will not be able to engage with, or hear spoken language. In these instances, staff will give them time to calm and to feel safe in an appropriate space. Where this is known and understood, strategies will be in place to support the child with pictures or symbols.

Where a pupils' behaviour becomes difficult or harmful, staff must continue to follow the Steps approach. This avoids exacerbating the behaviour by limiting confrontation and allowing children time to cool down before an incident is discussed. Pupils must be given time to recover emotionally from the experience that led to the heightened behaviour.
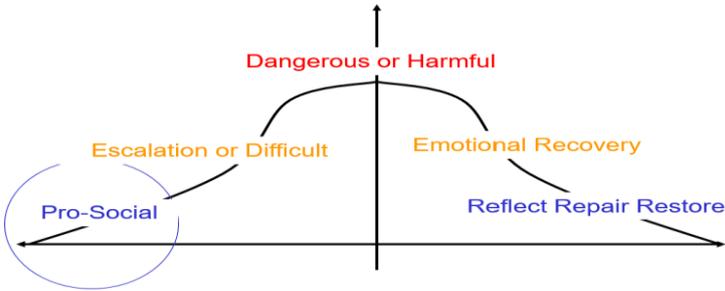
Following this recovery, which may need to be supported by an additional member of staff or a school leader (a protective consequence see below), pupils must be helped to reflect on their behaviour and be given the chance to repair any damage they have caused and to restore relationships.

Any follow up with a pupil will involve a relevant consequence implemented as a direct response to the behaviour and the analysis undertaken. Where appropriate, parents will be involved in understanding the consequence and, at times, supporting their child to fulfil it.

Disempowering Behaviour

Pupils may attempt to reclaim the familiar, comfortable response they gain from adults through the way they behave. When this is ineffective, they may escalate the difficult behaviour to try and reclaim the comfortable, familiar response.

Staff will work to understand a pupil's internalised limit, then can decide if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult, staff can allow the behaviour (as long as it is safe and non-disruptive) to continue without confrontation until a pupil changes direction. Staff then give a known, comfortable response to pro-social behaviour.

If a pupil's internalised limit is unsafe behaviour, staff must use protective consequences to prevent the familiar behaviour. Such an event will be followed up in review with senior leaders.

Reflect, repair and restore (after a crisis)

Procedures are in place for supporting and debriefing a pupil after any significant incident, it is essential to safeguard their emotional well-being and help them reflect and progress.

Once the child is calm, relaxed and reflective, the experience must be re-visited with an adult. The adult will re-visit what has happened by re-telling and exploring the incident. The adult may ask the child questions to aid understanding:

- Explore what happened? (tell the story)
- Explore what you and other people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore what the pupil thinks and feels now?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Where staff are frequently supporting children to improve their behaviour, leaders will implement a meeting at which a behaviour support plan or a support and risk management plan will be agreed between the child, parents/carers and the staff working with the child.
This plan will include guidance to staff on the appropriate scripts and responses to use and will make clear to pupils and parents the support they will receive along with any relevant consequences of poor behaviour.

After a serious incident, staff involved should complete a Reporting an incident of physical, verbal or harmful behaviour. It is leaders' responsibility to follow this up to ensure staff wellbeing. The information gathered will be used to rapidly review the pupil's support and risk management plan – or to implement one where there is none in place.

Support and Risk Management plans

Pupils whose behaviour might place themselves and others at a risk of harm must have individual support and risk management plans. These are overseen by the Assistant Headteacher SENDV and sometimes by the Headteacher. In collaboration with staff they will ensure that they are regularly reviewed and updated in order to reflect changes and progress. Learners who may need a risk reduction plan are those whose needs are exceptional and for whom the usual everyday strategies are insufficient.
This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:
- Be based on analysis of the child's behaviour using the tools of anxiety mapping, the roots and fruits analysis and any observations recorded by staff relating to the reasons for positive and negative behaviour. The analyses will enable staff to establish the times/

places/ lessons that give the learner greater anxiety and triggers that could lead to difficult behaviours.

- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.

- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

- Provide information to wider agency staff who are involved in supporting a pupil's development.

Our Educational Consequences

Our behaviour policy is founded on a sustainable consistent approach to enabling pupils to develop new ways of thinking and behaving through discussion, debrief and rehearsing. We aim for pupils to be able to take control over their behaviour and be responsible for the consequences of it.

It is essential that there is always an educational consequence when we manage behaviour. We must be able to show how we have helped a pupil develop ways to manage their own behaviour positively or develop new ways of thinking as we respond to their behaviour.

The consequences pupils' experience as a result of their behaviour must logically and naturally follow an action.

Our policy provides for two types of consequences, 'Protective' and 'Educational'. Both of these create opportunities to teach prosocial behaviours to our children, whilst keeping them in a safe learning environment.

Protective consequences (removal of a freedom to manage risk of harm):

- Increasing the staff ratio while a pupil's behaviour is de-escalated
- Limiting access to an area of the school or occasion in the school day e.g. playtime
- Escorting pupils in given social situations e.g. to lunch
- Providing a different teaching space on a short or longer term basis
- As a last resort, exclusion either internal or external

Educational consequences (learning, rehearsing, or teaching to enable the child to move forward in a positive way) This list is not exhaustive.

- completing tasks in a pupil's own time to replace any learning time lost
- rehearsing a response with a trusted adult e.g. you could have said…, you could have asked…
- role play of the situation modelling hoe a response could have been made
- Supporting the pupil to understand why a peer or an adult might have acted as they did
- discussing the impact of the behaviour on others and how best reparation can be made

- assisting with repairs or researching the cost of damage and working to arrange repair
- educational opportunities e.g. research into the impact of actions
- restorative conversations and meetings.

An SLT member will support the process from Stage 3 as is needed. Once behaviour is managed and calm, staff and/or leaders will agree appropriate consequences considering the roots of the behaviour, the reflect, repair, restore process, the seriousness of the behaviour and any history of such behaviours.

Parents

At Howard we expect parents to be our equal partners in recognising positive behaviour and in managing and improving behaviour. The role of parents in supporting their children's behaviour is identified in the 'Stages and Principles in Managing Behaviour document at appendix 1

Staff will inform and involve parents as necessary and expect the reinforcement of parental support. Equal priority will be given to informing parents about positive and difficult behaviour.

Parents are always welcome to discuss any worries about their child with us.
Staff will work closely and consistently with parents to support children who have behaviour difficulties.

Where a support and risk management plan is implemented, parents will always be informed and involved in its construction, implementation and review.

Appendix 2: Statutory Responsibilities

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)

- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.

- Teachers can also discipline pupils for misbehaviour outside of school.

- Teachers can confiscate pupils' property.

- Teachers have a power to impose detention out of school hours.

- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.

(Taken from the DFE guidance – Behaviour and Discipline)

Confiscation of inappropriate items
What the law allows:
There are 2 sets of legal provision which allows staff to confiscate items from pupils:
1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including:
- Stolen items
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Pupils conduct outside the school gates
What the law allows:
At Howard Primary we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches.
Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances ' to such an extent as reasonable'.
Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Howard Primary School - Stages and Principles in the Positive Behaviour policy					
Behaviour	**Response**	**In Class**	**In Playground/ around school**	**Other staff/ leader involvement**	**Parents**
Strongly positive behaviour endorsing the school's values or showing real improvement.	Praise to child Praise about pupil to another member of staff in front of pupil.	Praise and positive reward Icon to build to class reward Recognition card/sticker	Praise and positive reward Feedback to class teacher/leaders Recognition card/sticker	Celebration assembly Hot chocolate Sharing sessions	Praise to parent in front of pupil Phone call home Written postcard Verbal feedback
Stage 1 Minor low-level, non-disruptive behaviour. Talking, distracting others, slow to complete work, arguing with peers, calling out	**Non Verbal** A look, standing near the child, reminder of class rules, praise children nearby **Verbal Request 'Name'** please can you (desired **behaviour**). Praise a child with desired behaviour.	**Craft Skills - classroom** Body language and gesture Positive phrasing Pausing for attention Private reminder of expectations and choice Move to a new seating position	**Craft skills dining hall/playground** Positive phrasing Private reminder of expectations (Safe, calm, respectful) Choice to do the right thing Clear indicator of next steps	**General oversight and feedback** Regular visits to dining hall and playground. Feedback to pupil when issues identified and shared by staff. Transition handover to TA includes any behaviour that has not improved.	Keep record and share at parent evening if the low level behaviour continues with strategies to involve parents in an improvement plan.
Phase 2 Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions Disruption to learning.	**'Name'** you have continued to (**action)**, you now need to think about making the right choice (**desired behaviour**) in time out. Praise another child with desired behaviour. - Own table away from others - Strategy planned for the pupil	**Craft Skills – de-escalation** Teacher speaks to pupil away from others. States the behaviour observed and which rule broken. **Explain the consequence.** Refer to previous good behaviour as model Give pupil time for decision making against a choice.	**Craft Skills dining hall/playground** Reminder of expectations – state the behaviour observed and which rule has been broken. Reminder of pupil's own positive behaviour as a model for what is expected. **Identify consequence** Note the issue and feedback to member of staff taking transition.	Transition handover from lunchtime includes MDSA sharing information and TA discussion with pupil. Implementation of consequence as appropriate.	Verbal feedback if this occurs on a regular basis or increases in regularity. Involve parent in an improvement plan if this continues.

Phase 3 – Referral for additional support Swearing directly at an adult. Refusal to come in from break/lunch Leaving the classroom without permission. Frustrated response to work or activity, which leads to temper or destruction of, own work.	**Name,** you are referred for support so you can **(desired behaviour).** Please go to M/r/s – partner colleague Or to the working area outside the classroom.	Inform the pupils they are at stage 3. Ensure the pupil is safe and supervised. Implement/participate in a restorative meeting – appropriate consequence If the pupil leaves the room and disappears send a blue card annotated to the leader on duty. If the behaviour continues, send the pupil/another with the blue card to the leader on duty.	Inform the pupil they are being referred for additional support. Annotate a blue card to go to the identified lunchtime leader on duty.	In agreement with partners, colleague provide for the pupil in class for a short period of time. (To end of lesson) Attend when requested for a pupil's referral and provide the pupil with an appropriate response as in policy. If a playground incident ensure the pupil considers the lunchtime supervisor and a restorative conversation or consequence is implemented.	Phone call home Blue card for signing Attend a restorative conversation if necessary Consequence agreed Potential internal exclusion/nurture provision
Phase 4 Continuation of prior behaviour. Volatile response to frustration with work or peers. Deliberate violence to another child or staff member, racist incident, upturning furniture. Climbing on furniture	**Immediate support from leader on duty.** **'Name'** I can see something has happened, I am here to help, talk and I will listen. Come with me to …… Let's wait for Mr/s/ to come and support you.	Annotate a yellow card and send to the leader on duty. Participate in restorative meeting and consideration of relevant consequences.	Annotate a yellow card and send to the leader on duty. Consider and discuss with leader an appropriate consequence.	**Sent immediately to Ht, Asst Ht, Nurture Lead** Possible sanctions: Time out in isolation for AM/PM After school detention Letter and phone call home Internal or external exclusion Meeting with parents/ carers A behaviour record will be completed and analysed with the Asst Ht SENDV	Determine consequence Potentially internal or external exclusion Meeting with parent/s and pupil. Review SRMP if in place or consider implementation. Set date for review of behaviour Review internal support and necessity for external agency input.
Phase 5 Leaving or threatening to leave the school grounds Leaving school Unacceptable violence	**'Name'** I am not chasing you, I can see something has happened, I am here to help, talk and I will listen. We can stay here while you calm or we can go in to the ? room.	**Immediate support from leader on duty.** Yellow card Seek a diversion drawing on what you know of the child.	**Immediate support from leader on duty.** Yellow card Seek a diversion drawing on what you know of the child.	Call Police if pupil leaves site. Call parent and inform.	Meeting with parent/pupil and any additional personnel as necessary. Agree consequence

Our negative behaviour choices and Consequences

Phase 1

Reminder

Warning or move seat

Phase 2

Time out

Time spent at own table away from others

Phase 3

Blue card to Mrs Weir or Mrs Pullen

Restorative conversation or phone call home

Phase 4

Yellow card to Mrs Weir or Mrs Pullen

Time out in isolation for AM/PM or
After school detention or
Letter and phone call home or
Meeting with parents/ carers

Our positive behaviour choices and Consequences

Phase 1

Verbal Praise

Phase 2

Sticker/Class point reward

Token or class point

Phase 3

Celebratory conversation

Celebratory conversation with Mrs Weir or Mrs Pullen, postcard or phone call home

Phase 4

Headteacher's Award

Hot chocolate with Mrs Weir

Our class reward: _____