



Micklefield C. E. (VC) Primary School

POSITIVE BEHAVIOUR POLICY

Philosophy

At Micklefield CE Primary School we aim to create a secure, effective and stimulating environment which values every individual child and helps prepare them with skills for adult life. We endeavour to promote enthusiasm for learning across the curriculum and want our children to develop resilience and perseverance in the face of a challenge. Our caring and happy school promotes our core Christian values which underpin all relationships in school.

Children should have the opportunity within school to be healthy, stay safe, enjoy and achieve their full potential, making a positive contribution to the school environment and the wider community. All children should be treated fairly and favourably and adjustments are made to include all pupils in all activities, wherever possible.

At Micklefield we believe that children learn best when they are clear about what is expected of them and when they are constantly and consistently encouraged to behave well. We follow the new Leeds PSHE scheme of work which supports our children to develop the knowledge, skills and attitude they need to manage their lives, now and in the future. We use a behaviour system that instils positive behaviour and attitudes in all our children.

We encourage positive learning behaviours throughout school and emphasise the positive rather than the negative aspect of a child's behaviour and model/teach the social and emotional behaviours we want the children to develop.

The Governing Body and all staff believe this is best achieved where there is a common understanding of the school rules and consequence system. A consistent approach is undertaken by all staff in promoting 'the agreed whole school policy' on promoting positive relationships and behaviour and above all the highest of expectations are upheld at all times, with positive attitudes demonstrated by everyone.

The policy should be understood by: children, parents/carers, staff and governors.

Aims

The policy aims to help children become positive, responsible and increasingly independent members of the school community. By using positive language we feel we promote self-discipline and self-management of behaviour and enable some reflection of what behavioural choices exist.

Children who are engaged in making good choices will consequently build positive relationships with their peers and the adults around them. Therefore adult members of the school community should aim to 'catch' good behaviour as often as possible, as many children who always make good choices could become 'invisible'. Being thanked for demonstrating good behaviour when used effectively encourages and promotes positive behaviour choices.

Children who make the wrong choices need to understand there are consequences. We monitor behaviour with a system of consequences to enable children to change and improve their behaviour.

Wrong choices need to be challenged appropriately and consistently, following the system we have in place; then the children get a clear message about expectations and boundaries and are treated fairly.

Rights and Responsibilities of members of the school community

All children have a right to learn and play in a safe, caring, supportive and co-operative community.

Our expectation is that all children:

Respect all other members of the school community, show kindness and forgiveness and demonstrate courtesy and consideration for all. Speak politely and always use good manners. Respect the school environment, their own and other people's property.

Encourage each other, give praise (saying well done) and co-operate with others, give genuine feedback to help peers' learning improve.

Speak truthfully and demonstrate honesty at all times, about themselves and others. Think before they speak and act and recognise when they have done something wrong or made a bad choice and apologise for this.

Prepare for learning. Be punctual, practise; persevere to help them to make progress.

Embrace mistakes and learn from errors. Look at mistakes as a way of moving learning forward; gaining new knowledge, skills and understanding.

Consider choices and think before they act. Behave safely around school at all times and tell an adult if they have a problem or someone else needs help.

Thrive together as a team and wear their uniform with pride, representing the school responsibly within the local community. Work together, help each other and celebrate achievements of everyone.

All staff have a right to undertake their duties in a safe, caring, supportive and co-operative community.

Our expectation is that all staff:

- Promote high expectations of the children in terms of their work ethic, relationships, choices and behaviour, helping each child to work towards their full potential.
- Thank children publicly, making explicit why: e.g. what rule they have followed or the correct choices they have made.
- Follow a consistent approach to behaviour and consequence using our 'Official Warning System' and record using the agreed approach.
- Give clear instructions, which can be understood by all, rephrasing as necessary.
- Treat all children, parents/carers and other members of the school community fairly and with respect and understanding.
- Be a positive role model, building and maintaining positive relationships with children, staff and parents and carers - communicate with parents/carers at the earliest opportunity.
- Create a welcoming, safe and stimulating environment.
- Monitor behaviour to ensure appropriate levels of support are put in place - communicate with colleagues to ensure this support is effective.

All parents/carers have a right to feel welcome and to know that their children are learning in a safe, caring, supportive and co-operative community.

Our expectation is that all parents/carers:

- Be familiar with the school rules and support the school with their reinforcement, discussing these with their child as and when necessary.
- Co-operate with the school to ensure effective implementation of the policy; supporting the school's decision when applying consequences to deal with any specific incident/issue.
- Support their child's learning, ensuring they attend school every day and arrive on time; they are presented smartly and are prepared to work hard and learn.
- Inform the class teacher of any concerns or problems that might affect their child's work or behaviour.
- Follow appropriate lines of communication when issues arise, contacting the class teacher in the first instance and then the Assistant Head teacher and finally the Head teacher.
- Be a positive role model for all children, building and maintaining positive relationships with staff and other parents/carers and their children - using appropriate language.

To ensure everyone's rights are respected we have one main school rule, which promotes positive behaviours.



We care for everyone and everything with kind words, kind actions and kind hearts

We acknowledge the good learning choices children make and recognise good behaviour by:

Strategies

- Giving regular verbal feedback and acknowledging positive behavior thanking children for following the school rule
- Making reference to good role models amongst peers
- Supporting children to make the right behaviour choices using our 'Official Warning' system
- Use of Class Wide Rewards (CWR) - a method of rewarding the whole class instead of just individuals

Positive behaviours and rewards

Class teachers all use the Class Wide Rewards (CWR) to reward achievements based on the school's Christian values and the principles set out in this policy, in particular, with a focus on good learning behaviours. This reward is given to the whole class. Once the class reach 10 points (shown as 10 circles on the board) the teacher rewards everyone with a small treat (class game e.g. hangman, charades)

Class Wide Rewards awarded in classrooms may be for the following, however the list is not exhaustive.

- Demonstrating core values
- Making good choices in the classroom
- Following school/classroom rules
- Taking pride with presentation in their work
- Improved handwriting/consistently neat handwriting
- Working well independently, in pairs or collaboratively
- Enthusiastic contributions and good effort
- Respecting resources and the classroom environment
- Presenting good work/completing homework
- Helping others and being kind
- Reading at home at least three times a week and bringing their book bag daily
- Remembering P.E kits, being organized and getting changed quickly
- Being awesome - doing something special

Micklefield C.E Primary follows a simple script which is used consistently by all staff, including supply staff, to help embed Positive behaviours:

Getting the attention of the whole class	3 2 1. Stop and look at me.
Managing noise levels in class	Silent voice (no speaking) Partner voice (a voice only your partner can hear) Table voice (a voice only your table can hear) Classroom Voice (a voice that can heard in class) Ex. Thank you for using your table voice. We're using a silent voice for this activity
Walking in school	Thank you for walking. (We say this every time we see a child walking in school)

Inappropriate behaviours and consequences

In order to minimise low-level disruption we have developed a classroom warning system, made up of a hierarchy of steps which may result in a consequence, to address inappropriate behaviour. This is followed consistently across the school, by **all** staff and applies to **all** children (unless other arrangements are in place due to an individual need). This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Staff respond instantly to unwanted behaviour with a polite warning and a reminder of positive choices, with the aim of minimising negativity in the classroom immediately and maximising teaching and learning opportunities for all children. In the Family Unit every child will begin each morning and afternoon session with a 'clean slate', children in Classes 1, 2, 3 and 4 will begin each day with a 'clean slate'. Inappropriate behaviours are dealt with immediately in response to the warning system below. As part of this pupils are actively encouraged to reflect on their actions.

Stage	Classroom Warning System				Recording System
	Family Unit	Y1 & Y2	Y3 & Y4	Y5 & Y6	
1	Eye contact, warning and a verbal reminder of the rules is given	Warning and a verbal reminder of the rules is given	Warning and a verbal reminder of the rules is given	Warning and a verbal reminder of the rules is given	Teachers to record on weekly sheet (not Family Unit)
2	Warning given again. Name moved to 'Watch Out'. 3 minutes time out within classroom at a dedicated 'time out' spot followed by reflection time	Warning given again. 5 minutes time out within classroom at a dedicated 'time out' spot	Warning given again. 8 minutes time out within classroom at a dedicated 'time out' spot	Warning given again. 10 minutes time out within classroom at a dedicated 'time out' spot	Teachers to record on weekly sheet
3	Reminder of warnings given. Name moved to 'Danger' and 5 minutes time out at a dedicated 'time out' spot followed by reflection time	Reminder of warnings given. Finish rest of session as time out within own class	Reminder of warnings given. Finish rest of session as time out within own class	Reminder of warnings given. Finish rest of session as time out within own class	Teachers to record on weekly sheet
4	Reminder of warnings (if applicable) already given. Name moved to 'Boom'. Finish rest of session in another class. Possible loss of playtimes and/or lunch times as appropriate	Reminder of warnings (if applicable) already given. Finish rest of session in another class. Possible loss of playtimes and/or lunch times as appropriate	Reminder of warnings (if applicable) already given. Finish rest of session in another class. Possible loss of playtimes and/or lunch times as appropriate	Reminder of warnings (if applicable) already given. Finish rest of session in another class. Possible loss of playtimes and/or lunch times as appropriate	Teacher to record on behavior log in CPOMS so we have an electronic record.
5	Reminder of warnings (if applicable) already given. Name moved to 'Boom'. To spend either the full morning / afternoon in another class or with SLT. Loss of playtime / lunch time. SLT / parents informed.	Reminder of warnings given (if applicable) To spend either the full morning / afternoon in another class or with SLT. Loss of playtime / lunch time. SLT / parents informed.	Reminder of warnings given (if applicable) To spend either the full morning / afternoon in another class or with SLT. Loss of playtime / lunch time. SLT / parents informed.	Reminder of warnings given (if applicable) To spend either the full morning / afternoon in another class or with SLT. Loss of playtime / lunch time. SLT / parents informed.	Teacher to record on behavior log in CPOMS so we have an electronic record.

Following Stage 3, 4 and 5 an adult will always have a reflection conversation with the child. They will talk about why the sanction was given and what we can learn from it.

Stage	Possible reasons for warnings
1	<ul style="list-style-type: none"> • Not listening and talking when an adult is talking • Poor sitting, rocking on chairs and fiddling with equipment • Disturbing and distracting others • Unkind words and rudeness • Making silly noises • Not on task or completing work to the best of their ability
2	<ul style="list-style-type: none"> • Repetition or continuation of behaviour at Stage 1 in response to a stage 1 warning being given
3	<ul style="list-style-type: none"> • Repetition or continuation of behaviour at Stage 2 after 'time out' has been completed
4	<ul style="list-style-type: none"> • Repetition of stage 3 after finishing rest of session in other class. • Refusing to complete work and participate in lessons • Hurting others physically or verbally
5	<ul style="list-style-type: none"> • Destruction of property (throwing things, breaking things, tipping tables, kicking and punching things) • Assault or physical violence to anyone (adults or children) • Being aggressive or intimidating towards others • Any behaviour which is deemed to be unsafe to themselves or others

Break time and Lunchtime Warning System

Stage 1 - A reminder of the rules (behaviour and choices)	
Stage 2 - A warning given and told if behavior continues a yellow card will be given	
Stage 3 - A yellow card is shown followed by 3 minutes (Class 1 & 2), 6 minutes (Class 3 & 4) in the dedicated time out zone (no communication or interaction with peers).	Reported to class teacher - recorded on class weekly record
Stage 4 - An orange card is shown followed by 5 minutes (Class 1 & 2), 10 minutes (Class 3 & 4) in time out zone (no communication or interaction with peers). Pupils will also miss their next playtime as a consequence/reflection time	Recorded with the class teacher on the behaviour log in CPOMS
Stage 5 - A red card is shown. SLT and parents informed - rest of playtime/lunch time missed plus reflection time at another time as appropriate (decided by SLT)	Recorded with SLT on the behaviour log in CPOMS

We do recognise that the above system is not appropriate for every single child and where individual needs require a different approach teachers & SLT will work closely together with parents/other agencies and consider an appropriate plan (SEND/Behaviour).

Exceptions

Stage 5 behaviours are deemed to be more serious such as:

- Continuously ignoring instructions and answering back.
- Fighting, intentional hurting or harm caused to other children or adults.
- Swearing, abusive or threatening language towards children or adults.
- Deliberate acts of vandalism towards school property, including property belonging to others.
- Taking property that does not belong to them.

In some cases the early warnings are by-passed to Stage 5 depending upon severity. Similarly, parents may also be informed if warnings (whatever level) become regular or frequent in order to give the child, their family and the school the opportunity to work together towards a solution.

The most severe incidents or persistent incidents may result in a child having to work in isolation, away from other children. There will be occasions when children continue to make the wrong choices during break time and lunchtime. For their own, and others safety a decision may be made by Senior Leaders to closely supervise them indoors during these sessions for an agreed period of time. Parents would be informed by telephone and encouraged to support school in resolving such situations. In extreme circumstances pupils could be excluded for the fixed period of lunchtime.

Other agencies such as the Behaviour Support may be brought in to support school, the child and their parents and the school may need to involve the Governing Body and the Local Authority and adhere to specific procedures.

Exclusions will only be considered in the most extreme circumstances.

Safety

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity immediately and the child will be removed from the classroom. If this is not possible then the rest of the class will be moved away to a safer location. Staff will only use positive handling to prevent injury to another child or if the child is in danger of hurting him/herself, or to prevent harm being caused to buildings or property. The actions we take are in line with the government guidelines on the positive handling of children and staff have received appropriate training and follow the TEAM TEACH approach. In the event of a child having to be restrained, appropriate documentation is completed and incidents would be reported to parents immediately.

Monitoring and Recording

The effectiveness of this policy is monitored and reviewed on a regular basis and this is reported to the governing body, who are responsible for setting down these guidelines, reviewing their effectiveness and supporting the school in carrying them out.

Teachers are responsible for recording any warnings (Stage 1 - 4) given during lessons and at playtime/lunchtime on a weekly record sheet. The Behaviour Champion will analyse these sheets half termly to identify any patterns emerging and share the findings with the rest of the teaching team and the governors.

Teachers are also responsible for recording any Stage 5 incidents on the school's electronic behaviour log, CPOMS. Senior Leaders are automatically notified when a teacher records a Stage 5 incident.

It is the responsibility of the Head teacher to keep a record of any pupil who is excluded for a fixed-term, or permanently.

Racial/homophobic incidents must be reported to the Local Authority.

It is the responsibility of the governing body to monitor behaviour incidents/exclusions, and to ensure that the school policy is administered fairly and consistently.

To be reviewed annually.