



Upper Beeding Primary School

Positive Behaviour Policy

October 2023

Statement of Intent

The Governing Body and Staff at Upper Beeding Primary are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Aims and objectives of this policy

This policy outlines the purpose, nature and management of behaviour and safety in our school. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. It provides a framework that enables all staff to use consistent language and methods when dealing with Behaviour and Safety.

The aim of this policy is to:

- Enable children to grow socially, personally and academically.
- To promote an environment where we help our pupils to make positive behaviour choices, subsequently learning that they are responsible for their own behaviour
- To encourage consideration for others within and outside of the school community by promoting our school values of Kindness, Teamwork, Curiosity and Creativity
- To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement
- To ensure that positive behaviours are taught, encouraged and recognised
- To support pupils' understanding of positive choices and the consequence of negative actions
- To ensure there is a culture within Upper Beeding Primary that values all pupils allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren).

What do we mean by positive and negative behaviour?

Our aim is that children leave our school with the skills to be positive members of the community and an understanding of the intrinsic reward that positive behaviour brings.

Behaviour: Everything a person says or does. How you act or conduct yourself, especially towards others.

Positive Behaviour: Behaviour which is kind, helpful, and values social acceptance. Positive behaviour is characterised by a concern for the rights, feelings and welfare of other people. Positive behaviour benefits other people or society.

For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need

help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')

- identify, understand and accept mistakes as learning opportunities
- identify, reflect and repair negative behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

Negative Behaviour: Behaviour that causes harm (either physically or emotionally) to an individual, a group, to the community or to the environment. This could be behaviour that is likely to cause injury, harassment, alarm or distress and violates the rights of another person.

This approach to encouraging good behaviour works in conjunction with our School Values, the British values, children's rights and the zones of regulation.

We are particularly concerned with positive behaviour and providing good role models for the children. Positive behaviour is encouraged in every area of school activity and children are helped to recognise examples of positive behaviour at all times. We think young children learn best when they are clear about what is expected of them and when positive behaviour is continually and consistently encouraged and rewarded.

The benefits of positive behaviour

At our school we believe that because staff, children and parents value positive behaviour:

Children

- learn what positive behaviour means
- develop self-control
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their learning and make good progress

Teachers

- teach effectively with fewer behaviour difficulties
- meet the needs of all children
- make positive contacts with parents

Parents

- feel confident that their children are growing personally, socially and academically
- know that the school will work with them to ensure their children receive support when they need it
- feel welcome in school to discuss their children's progress in a positive atmosphere

Roles and responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the behaviour approach that is expected at Upper Beeding Primary
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected

- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy)
- Consistently promoting positive behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour
- Trying different approaches in line with this policy in order to meet the needs of individual children

The Governors and Head Teacher are responsible for:

- Monitoring and evaluating the impact of the Policy

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all
- Regular and clear communication with parents about the role they are expected to play in the development of their child’s behaviour at school
- Effective monitoring and review of therapeutic behaviours throughout the school
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur
- Regular training on a whole school basis and for individuals both as part of the school’s induction process and as part of an individual’s training needs

The staff are responsible for:

- Using positive behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a ‘silly’ game from continuing) both in the classroom and playground
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- Implementing behaviour guidelines using the school systems for rewards and consequences
- Taking consistent and firm action to prevent one pupil from taking away another pupil’s right to learn or feel safe
- Ensuring there is effective supervision of all pupils at all times (i.e. ‘walking’ the playground and ensuring pupils are not left anywhere without supervision)
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct
- Liaising with parents about matters which affect their child’s happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested
- Utilising Religious Education and PSHE (including Circle Time) to promote positive behaviour
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours
- Ensuring that new pupils understand the procedures and guidelines that are in place.

- Recording serious incidents in CPOMs on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour
- Being good role models through patterning and copying
- Using consistent, clear and agreed boundaries
- Comfort and forgiveness
- The school adopts an approach where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Parents are responsible for:

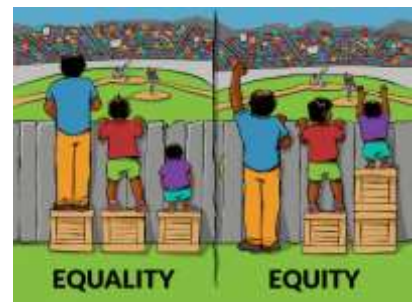
- Accepting, contributing and supporting the school's codes of behaviour for staff and pupils
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance
- Valuing each other's opinions

How we promote positive behaviour and discourage negative behaviour

At Upper Beeding Primary, we believe in equity. We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the positive behaviour model, we have a flexible approach depending on individual circumstances e.g. for pupils with neurodiversity such as autism. We also recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.



Rewarding positive behaviour

We acknowledge positive behaviour through:

- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- Praising positive behaviour. Using positive phrasing and reminding - be specific and tell them what you are praising them for! (Praise for specific, small positive behaviours increases the chance of others following) 'That's excellent teamwork; you passed the ball really well to each other.' Use the School Values, particularly **Kindness** and **Teamwork** whenever possible to encourage positive behaviour
- 'I have noticed
- Increased responsibilities given to children
- Increased privileges

- House Points (with an explanation of why this has been awarded)
- Raffle tickets
- Whole class system (team triangle, marbles in the jar, reward display). This may be linked to a specific school value
- Certificates
- Stickers – there are stickers for all four school values
- Phonecalls/notes home
- Head Teacher Awards

School Reward

The whole school is split into four houses. Children can gain House Points from all members of staff and these are totalled each week. The house with the most points at the end of a week wins the House Cup for a week.

Consequences and Sanctions

At Upper Beeding Primary, adults have the responsibility to use consequences, which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies. Consequences create a learning opportunity directly relating to the negative behaviour. Consequences can be **Protective** or **Educational**. We use positive phrasing, limited choices, disempowerment of behaviour and de-escalation.

Examples of low-level negative behaviours for neuro-typical children are:

- calling out
- not listening to adults
- disrupting other children's learning
- breaking a class rule
- talking during assembly
- running in the corridor

If a child behaves in a negative manner, and this is not attributed to neurodiversity, the following approaches may be used:

- Positively reminding child of the expectation – 'put your pen down, thank you'
- Limited choices – 'Put it on the table or give it to me'
- Disempowerment – 'You can choose to finish it later'.

We may use the following to support neuro-diverse pupils:

- Social stories and comic strip conversations

If all of the above has been used, the child will be given a consequence.

Examples are:

- Being asked to stay behind at break time to complete their work
- Needing to walk with an adult in the corridor
- Being referred to the phase leader

Dangerous negative behaviours can be classified as:

- biting
- swearing
- hurting someone else in any form, e.g. push, pull, kick, punch, pinch etc
- lying to anyone

- speaking to any member of staff in a way they wouldn't to another, this includes disrespect and arguing back
- leaving an area without permission

Consequences for this behaviour may include:

- Conversation and exploration of the behaviour outside of learning time
- Limit to outside space
- Increased adult support during social situations
- Restricted off site activities
- Time spent with SLT

Teachers keep records on CPOMS so we can help and support children who are consistently displaying negative behaviours. These are monitored by the Head Teacher so that as a school we can look at the cause and effects of behaviour and put in place strategies to reduce the amount of inappropriate behaviour.

Informing parents/carers

- Class teachers will discuss with parent informally any child showing frequent low-level negative behaviours
- Phase leaders will discuss with parent formally any child engaging in dangerous negative behaviours
- Patterns of negative behaviour will be reported to the Senior Leadership Team who may decide to meet with parents more formally and draw up a plan to support that child

If a child is sent to a member of the senior leadership team they will investigate the incident and decide on any sanctions that need to be applied.

Individual Behaviour Plans

At Upper Beeding, we believe in equity of opportunity. We talk about our behaviour 'choices' and teach the children how they can control the choices they make. However, we recognise that all children have strengths and areas for development. Children who find reading difficult receive extra support with reading and the same is true for behaviour. There are times when we may need to differentiate according to whether the behaviour is conscious or subconscious (see annex) i.e. related to social and emotional and mental health needs or neuro-diversity

Children can experience a period of time when they need extra support in taking control of their behaviour. This can be because of changes within the school, home, and/or friendship groups.

In such times, an Individual Behaviour Plan may be put in place; this may also take the form of targets on an ILP. This will be discussed with the parent. The child on an IBP is given a clear focus on what behaviour needs to change and additional strategies are outlined to support the child to achieve this. They could be a mixture of any of the following:

- Use of a home/school behaviour book
- A minimized timetable
- Additional support from the ELSA
- Indoor play provision
- Nurturing groups

This is not an exhaustive list of interventions used, other interventions may be used to meet individual children's needs.

How the playground is involved in our plan

We believe it is important for staff and children to see that playtime behaviour is included in the school policy and therefore the same approach will be used. Should a situation not be resolved on the playground, it is referred to the child's class teacher.

Expectations for behaviour must be consistent in and around school and with all members of the school community.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means an adult must take responsibility for teaching them, for modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. This will be carried out during the school day, during assemblies and explicitly during PHSCE lessons.

Strategies for resolving conflict:

It is agreed that:

- Everyone should listen without interruptions
- Everyone is encouraged to maintain eye contact*
- Everyone has a turn to say:

a) what the other child has done to upset them,

b) how they feel about it, and

c) how they would like them to behave in the future.

d) Children need then to apologise to each other and accept their apologies.

No one is allowed to interrupt or argue. The adult is there to help the children resolve the conflict. If the children cannot resolve the issue, the adult takes appropriate action.

*Staff need to be sensitive to children who find eye contact difficult as it may go against their cultural tradition or be in line with a special educational need.

Restorative chat

This is a consistent way of speaking with the children about their behaviour.

What happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

Bullying

Our school uses the following definition of bullying:

Bullying involves repeated behaviour with the intent of hurting another person physically or emotionally. This may impact one person, or a group of people. It can be pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

It can take many forms, these include

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the

- subject of malicious rumours
- Cyber - sending malicious emails or text messages on mobile phones/social networking sites.
- Spreading/Sharing rumours/inappropriate and or personal information on any social networking platform

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will also have an awareness of the below types of bullying:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities and/or belong to vulnerable groups

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Exclusion

In very rare cases it may be necessary to exclude a pupil, for example if there has been a serious attack on another person or if a child is a danger to themselves or others, for example leaving the school site or classroom. This will only ever be considered after all possible avenues have been explored. This will be used as a time to plan support for the pupil and not simply as a punishment.

Only the Head Teacher can exclude a child. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

Use of reasonable force

In the vast majority of situations, even of dangerously negative behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Searching, screening and confiscation

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Reference: DFE document Searching, Screening and Confiscation Advice for Head Teachers, school staff and Governing Bodies. January 2018

Pupil's conduct outside the school

The School Behaviour Code and associated sanctions identified in this behaviour policy, will equally apply in response to all non-criminal poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is:

- Taking part in any school-organised or school related activity
- Wearing the school uniform

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Annex A – Definitions

Behaviour is everything a person says or does, which is everything we see or hear. The spectrum of behaviour goes from the most prosocial to the most extreme antisocial behaviour. A behaviour policy should increase positive behaviour and reduce negative behaviours through planned responses and give a clear, detailed and unambiguous set of instructions and planned responses for all staff to follow.

Positive Behaviour: Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Behaviour which benefits other people or society.

Low level Negative Behaviour: Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. This includes quiet communication of anti-social feelings.

Negative Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Difficult: Behaviour that is negative, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. Daniel continually shouting out is difficult within a group teaching activity)

Dangerous: Behaviour which is negative and will predictably result in imminently injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as, e.g. 3 children required first aid for minor bruising as a result of Jane's kicking.

Conscious: Behaviours that are the result of thought and planning, a behaviour a child is unwilling to contain. The child is unwilling to moderate or self-regulate.

Subconscious: Behaviours which are present without any thought or planning, a behaviour the child is unable to contain. The child is unable to moderate or self-regulate.

Consequence: is a logical, explainable response to a prosocial or antisocial behaviour. A consequence is a logical outcome of something occurring earlier. A conclusion reached via reasoning. Consequences are designed to help children learn and develop positive behaviour transferable to all contexts. For example, a child who completes their work will obviously go out to play. If a child is rude to adults staff may think that the CYP might be abusive towards members of the public therefore offsite events may be disallowed until a plan can be put in place.

Protective consequences: Removal of a freedom to manage harm. E.g. staying in at lunchtime to keep others safe.

Educational consequences: The learning, rehearsing or teaching so the freedom can be returned. E.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

Punishment: Is the imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context. For example, being made to stand outside the staffroom door; detentions or isolation.

Reward is a desirable object or experience given to celebrate outcomes already achieved.

Equality: Equality is affording people the same, equal status, rights, and opportunities – treating everybody the same.

Equity: Equity is the differentiated measures to provide equal opportunities. It is giving everyone what they need to be successful.

Neuro-diversity: the range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population (used especially in the context of autistic spectrum disorders)