



# **The Reddings Primary and Nursery School**

## **Positive Behaviour Policy**

**A learning community which celebrates all achievements.**

### **Our Golden Rules**

Show Respect to Everyone

Be Kind and Helpful

Be Gentle

Be Honest

Give Everything 'a go!'

## Philosophy

Everyone at The Reddings Primary School has a part to play in the promotion of high standards of behaviour. This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of positive behaviour and supports the school community to ensure '**Success for All**'. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act safely and with confidence.

## Aims

The aims of our approach to behaviour:

- To be welcoming and inclusive
- To maintain, encourage and promote positive behaviour
- To agree rewards and consequences
- To create a firm and consistent approach throughout the school
- To encourage independence and personal confidence
- To involve learners and parents
- To have effective relationships built on respect
- To encourage a culture of risk taking
- To celebrate *Success for All*

## Promoting Positive Behaviour

The Reddings School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- teaching right from wrong
- honesty
- respect for others
- getting on with people and establishing positive relationships
- internal-discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- praise
- being inclusive

Learner behaviour should be managed with sensitivity and professionalism consistent with **Hertfordshire Steps**, which encourages a culture of "*improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties*" (Hertfordshire's Behaviour and Attendance Strategy, 2014). Our approach is underpinned by the therapeutic values and principles outlined by Hertfordshire Steps.

*Positive experiences create positive feelings.  
Positive feelings create positive behaviour.*

*Negative experiences create negative feelings.  
Negative feelings create negative behaviour.*  
(Hertfordshire's Behaviour and Attendance Strategy, 2014)

External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through;

- Relationships with adults and peers
- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routings, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness

All staff at The Reddings Primary School are trained in Hertfordshire steps 'Step On' approach to behaviour management, which includes practical techniques of physical intervention. This aims to reduce and manage conflict and support a positive school ethos. There are two Hertfordshire Steps Tutors within The Reddings.

## **Our Golden Rules**

In order to ensure that expectations of behaviour are clear, five Golden Rules have been written through consultation with staff and children. These are displayed, shared and adhered to throughout the school.



On the playground, an adapted set of rules have been developed with the children to clarify some of the systems in place.



## **Classroom Management**

Classroom management and teaching methods have an important influence on the learner's behaviour. Our classroom environments give a clear message to learners about the extent they as learners and the effort they make are valued. We know that relationships between all adults and learners, the layout of the classrooms, classroom displays, access to resources and strategies to encourage positive behaviour choices all have a bearing on how learners behave.

We aim to ensure that all classrooms are organised to develop independence and are arranged to aid accessibility for all learners and displays develop learners self-esteem through demonstrating the value of every learner.

## **Ready to Learn**

It is important that all learners come to school 'Ready to Learn'. For this to be achieved learners need to be punctual and attend on a daily basis. It is essential for all learners to have the correct equipment i.e. PE kits, home learning, Reading Books and Reading Records, indoor shoes. Each class has a 'Ready to Learn' display which is updated daily. These are brought to weekly celebration assemblies and the class showing the highest level of readiness to learn receives a trophy for the week and a sticker for each child.

## **Praise, Reward and Celebration (Before a Crisis)**

When pupils are well engaged and learning we need to ‘catch them getting it right’ through specific praise, celebration and reward. Rewards posters displayed throughout the school, outline examples of how these behaviours can be celebrated, appendix 1 details these rewards fully. Learners should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates success in behaviour as well as in learning.

<h1>Rewards</h1>	
Verbal Praise	
Stickers	
Star Chart	
Star in a Jar	
Ready to Learn	
Attendance Trophy	
What a Star	
Certificates	
Speak to Parents	
Merits	
 <span>Success For All</span> 	

## **Consequences (During a Crisis)**

Consequences are a sense of reality and the following consequences are an opportunity to teach new behaviour by allowing children to reflect on their choices and take steps to make positive behaviour choices.

When positive behaviour is not being demonstrated, we believe that it is key to begin to understand the underlying causes of the behaviour that have lead up to that behaviour choice. To support change we need to understand, not simply suppress, the behaviour. The Hertfordshire Steps ‘Roots and Fruits’ exercise supports staff in considering the underlying influences on behaviour.

Consequences	
1	Non-Verbal Warning 
2	Golden Behaviour Reminder 
3	Name Noted 
4	Time Away (move away from group or to time away table) 
5	Play Time Reflection (3 minutes and class teacher discussion) 
6	Foster Class (up to 15 minutes with work provided, parents informed) 
7	Senior Leadership Team Informed Letter Home 

 Success For All 

1. Such as 'a look' or attracting attention to the learning
2. A positive reminder of the Golden Rule(s) that needs to be adhered to
3. Name written as a reminder that behaviour is continuing or escalating, the Golden Rule being broken by the behaviour should be referred to
4. This may be moving a child to work at a different table or with a different group or involve moving a child to the 'Time Away' table in the classroom
5. Time should be spent in the classroom reflecting on the behaviour before having a discussion with the teacher considering any roots to the behaviour and reminders of positive behaviour choices
6. Foster classes;
  - EYFS1 – EYFS2
  - Year 1 – Year 2
  - Year 3 – Year 4
  - Year 5 – Year 6
7. SLT member will intervene as needed agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process (see appendix 2), the seriousness of the behaviour and any history of such behaviours. Consequences of the behaviour should help the learner to understand the link between behaviour and its consequences and have social validity (**after a crisis**).

### Catch Up Time

During morning break, a catch up session will be available in the dining room. This is for children who need to catch up on work they have not completed due to their behaviour choices. It may be necessary for learners to attend 'Catch up Time' for persistent failure to complete home learning or work in class. Children will be sent to the catch up session with the work that they need to complete. A log of children attending catch is kept.

### Additional consequences

Some behaviours exhibited can be more challenging. Our response to harmful behaviour should be set in the context of Hertfordshire Steps cool down, repair, reflect and restore. Responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Natural Consequentiality or Logically Connected
- Educational consequences

To create change, behaviour needs to be understood rather than suppressed (Hertfordshire Steps), the Hertfordshire Steps Roots and Fruits (appendix 3) may be used to help adults consider the underlying causes of behaviour choices.

Staff have received Hertfordshire Step On Training including moving and guiding skills. There are several members of staff at The Reddings who are trained in Restrictive Physical Intervention to support learners who exhibit challenging behaviour. This level of intervention will only be used if the learner is deemed to be a danger to themselves, other learners, staff or damage to property.

### Severe Playground Incident

In the event of a severe playground incident, the following consequences may be used;

- Exit from playground
- Incident is recorded on CPOMS
- Educational consequences
- Roots and Fruits to be completed and reviewed with an adult
- Repair, reflect, restore discussed with an adult
- Playground exclusion
- Internal exclusion
- Fixed Term Exclusion

### Discrimination, Racial abuse and / or gender abuse

In the event of an incident regarded as discrimination, racial abuse or gender abuse, the following consequences may be used;

- Incident logged in Headship Team Behaviour Log and recorded on CPOMS
- Roots and Fruits to be completed and reviewed with an adult
- Repair, reflect, restore discussed with an adult
- Racial and Bullying Incidents must also be recorded either in Racial or Bullying File kept in the School office
- Parents always informed about the incident.
- Fixed term exclusion

### Violence and Physical Aggression

In the event of a violent or physically aggressive incident, the following consequences may be used;

- Exited
- Roots and Fruits to be completed and reviewed with an adult
- Repair, reflect, restore discussed with an adult
- Parent / Carer notified,
- recorded in CPOMS
- Internal exclusion
- Fixed Term Exclusion

### High Severity Incidents

Permanent exclusion may be a consequence for incidents which are of the highest level of severity, these may include:

- Possession of offensive weapon
- Serious theft or vandalism
- Use of, or dealing in, illegal substances
- Malicious allegations against staff
- Violence towards a member of staff

## **Behaviour Plans**

Learners who may need a behaviour plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "*Positive experiences create positive feelings and Positive feelings create positive behaviour*" (Hertfordshire's Behaviour and Attendance Strategy, 2014).

## **Behaviour Outside the Classroom**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" as prescribed by Department for Education Guidance.

This means that under the behaviour policy teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - 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 the staff member.

## **Fixed-term and permanent exclusions**

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In the absence of the Head Teacher, the Deputy Head teacher or Assistant Head Teacher may exclude pupils, along with the Base Leader if the pupil is being educated within the base.

If the Head Teacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

## **Learners with Special Educational Needs**

We expect all learners to follow the Golden Behaviour Rules. However, this will be more difficult for some learners at certain times.

We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See Inclusion Policy for further details.

## **Monitoring**

Behaviour monitoring is undertaken on a half termly basis by the **Inclusion Coordinator** ensuring that there is a consistent approach across the school. Monitoring outcomes are reported to staff.

The 'Catch Up Time' log will be monitored on a half termly basis by the deputy head. Children regularly attending the session will be discussed with the class teacher to identify the reasons they require this session and to ensure that systems are put in place to support the child in their learning.

A half termly report is made to the governing body by the **Inclusion Coordinator** which includes statistics about the number of high level incidents reported, the number and year group of learners involved and any exclusions. Exclusion data is included in the Head Teacher's termly report to the governing body.

## **The Role of Governors**

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out the guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### Appendix

1. Rewards
2. Reflect, restore, repair think sheet
3. Roots and Fruits tree

## Appendix 1: Rewards

### Current Rewards at The Reddings

#### **Star Charts**

Individual star charts with graduated award system for completion

- 1<sup>st</sup> card – rubber
- 2<sup>nd</sup> card – pencil
- 3<sup>rd</sup> card – badge
- 4<sup>th</sup> card – special pen

Any member of staff / governor can award a child a star for their star chart. Once star charts are completed these are logged onto SIMs

#### **Stars in a Jar**

Stars can be awarded by anyone within the school community. Large plastic stars are located at different points around the school to enable the class teacher to add a star to the jar

Each classroom has a 'jar' which is filled when the class has 20 stars.

Rewards for filling the jar may include:

Golden Time (15 minutes)

Whole class time on the playground / trim trail/ field

Children may 'bank' the jars; this would be shown as a tally on the Celebration display in each classroom enabling the jar to be 'emptied' in preparation for refilling.

When jars are banked a larger reward would be available, such as:

Local outing to swings or the park (walking distance)

Celebration party / disco

Popcorn and film session

Local outing – including a picnic

Extra special treat such as ice skating / cinema or other local venues (5+ jars)

Stars are awarded for:

- Active listening and participation
- Working hard independently / partners / in groups
- Consistent good behaviour when off site
- Ongoing positive behaviour and manners in school

#### **Merit system**

Bronze = 5 merits – certificate and bronze sticker

Silver = 12 merits – certificate, sticker and pen

Gold = 22 merits – certificate, sticker and mug

Platinum – a new card with spaces for 10 merits – reward to be a memento for sustained achievement

Merits can be awarded to celebrate success; for example:

- Producing high quality work which may have been challenging or has taken a sustained amount of time to achieve the outcome
- Overcoming barriers to learning
- Sustained period of positive behaviour choices
- Taking a fully active role within the school

### **Attendance**

Termly certificates & stickers for 98% or better attendance

Termly certificates & badges for 100% attendance

100% attendance for Academic Year: £10 Gift Card

100% attendance for Key Stage 2: £50 Gift Card

98+% attendance for the half term – letter home to parent

Weekly cup presented to class with best weekly attendance

### **Ready to Learn**

Weekly class stickers for the class who has achieved the most

Termly badges for class of the term with a £50 award for the class to spend on classroom resources or towards an excursion

### **What a Star!**

This award is presented on a weekly basis in Celebration Assembly and can be awarded for personal / class success. 1 or 2 stars to be nominated

### **Finer Diner**

Awarded by the non-teaching staff for children who regularly follow the Golden Rules during lunch and break times

### **Certificates:**

#### **Exemplar Learner Award**

This is awarded by the Head Teacher with nominations given from the Senior Team. These are learners who have high levels of attendance, wear their uniform with pride and are an asset to the school.

#### **Backbones**

These are termly certificates for up to six learners in each class. Learners receive this certificate for providing a good role model for others.

#### **Maths Whizz Improvement Certificates (Bronze, Silver Gold)**

#### **Sports Performer of the Week** – nominated by the Sports Council

Participation and Achievement certificates for Sport, Drama and other opportunities to celebrate success

Appendix 2: Reflect, restore, repair think sheet

Think Sheet

Name .....

Date .....

**Reflect:** Write or draw a picture of what you did wrong and how that made people feel

**Repair:** Write or draw a picture of who has been affected, how they have been affected and what you could do to fix things

**Restore:** Write or draw a picture of what you have learnt and would do differently

Talked through with \_\_\_\_\_ (adult)

## Roots and Fruits

Behaviours

Feelings

Experiences

