

Whitehead

Primary School
& Nursery Unit

'LEARNING AND GROWING TOGETHER'

Positive Behaviour Policy

Last Review	G. Baird	October 2019
Next Review	August 2023	

Policy statement

In Whitehead Primary School we believe the foundation for our children's educational success is excellent behaviour. It is our belief that excellent behaviour will leave the space for innovative teaching, enabling all of our children to become successful learners. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Whitehead Primary School our core values demonstrate our aim of ensuring that **ALL OF OUR CHILDREN ACHIEVE THEIR FULL POTENTIAL AND PURSUE EXCELLENCE**. Our behaviour policy echoes our core values, emphasising a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We come from a very strong starting point as shown in our 2018/19 parent survey, where 100% of respondents felt that their child is safe in school and 98% feel that there is a good standard of behaviour in our school.

Core Values

The acronym SHINE was agreed (through class councils and our Pupil Voice school councillors) as best representing our core values:

S	Share
H	Help
I	Include
N	Nurture
E	Excel

We are committed to teaching these excellent behaviours through a solid, authentic and relevant set of behaviour management strategies. Our children discuss at an age appropriate level what each of these words mean to them. This forms the basis of a class contract within each of our classrooms, examples of which can be seen in the appendices. Class contracts are displayed in each classroom and are referred to in conversations around conduct. As a staff, we recognise the importance of modelling positive behaviours and relationships and also endeavour to SHINE. The statements below show the agreed definitions as created by our whole staff.

Share – We share this space. In doing so, we share a smile, laughter and fun. We willingly share our time, resources, knowledge and responsibilities. As an open community we share our practice, experience and ideas in a professional capacity.

Help – We recognise that we all have key roles and responsibilities. Out of respect and as members of the one team, we will help each other in small practical ways.

Include – Through our inclusive ethos we value everyone in our school community. We listen carefully to the opinions of others, ensuring that everyone has an input and feels ownership of decisions that are made.

Nurture – We continually encourage and care for each other. We celebrate each other's happiness and achievements. We will support each other in times of difficulty. As a school family we learn and grow together.

Excel - Through our passion for learning and teaching we will continually reflect upon and evaluate our professional practice. We aspire to be the best that we can be so that the children can be the best that they can be.

Aim of the policy

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To ensure learners displaying positive behaviours and attitudes are rewarded and recognised.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To provide clear guidance for children, staff and parents in expected levels of behaviour.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure adults use consistent language and approaches to promote positive behaviour.
- To ensure all stakeholders (parents, pupils, staff and governors) are aware of their rights and responsibilities in promoting and maintaining positive behaviour.

What is Good Behaviour?

In Whitehead Primary School, we define the characteristics of good behaviour as;

- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, caring, friendliness, respect, attentiveness, good manners and empathy.
- Making an extra effort to make life better: being mindful of others, letting others go first, helping others who need assistance.
- Responding appropriately and politely to all requests and rules.

Recognition / rewards for effort

Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. We believe that, 'It is not *what* you give but *the way* you give it that counts.' The use of praise by staff in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships between children and adults. We also recognise the importance of making praise public, when appropriate, and we celebrate those pupils who demonstrate our Core Values (SHINE) in the following ways.

At a whole school level, we use:

- Assemblies - pupils are celebrated for their efforts outside school where they represent us in clubs such as swimming or horse riding and through their actions in class.
- SHINE certificates - pupils are chosen by their teacher on a weekly basis to receive a certificate as reward for their efforts.
- Social Media - we aim to share the successes of our pupils with a wider audience through the school Facebook page.

At a class level we use:

- Verbal feedback (from the teacher or peers)
- Stars, stickers and stampers
- Reward charts (for individual pupils)
- Homework passes
- Group/table points (eg. Class Dojo)
- SHINE certificates / tokens
- Seesaw app to share achievements with parents
- Recognition Boards to acknowledge pupils who have gone 'over and above' our standards

Engagement with learning is always our primary aim. As a staff we adopt the philosophy of 'Praise in Public' and 'Reprimand in Private' (PIP/RIP). This approach ensures positive attention is directed at those who earn it and those who don't cannot use up valuable teaching and learning time at the point of disruption. Staff pay cognisance to pupils with Individual Behaviour Plans.

Rights and Responsibilities

Rights and responsibilities form an important part of our school ethos and are central to the way we teach and our pupils learn. We want to support children in becoming positive citizens and ensure children achieve because they feel included and valued within our school community. We want children at Whitehead Primary School to learn about their rights and feel empowered about their education. We also want children to understand that with their rights come responsibilities.

In order to ensure a whole school approach in promoting positive behaviour, we recognise the importance of the involvement of all stakeholders. Outlined below are the rights and responsibilities we believe our stakeholders should exercise in terms of promoting positive behaviour.

PUPILS	
Our pupils have a right to:	Our pupils have a responsibility to:
<ul style="list-style-type: none"> ▪ Be valued as members of the school community; ▪ Get help from staff, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; ▪ Make mistakes, and learn from them; ▪ Be treated fairly, consistently and with respect; ▪ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; ▪ Be taught in a pleasant, well- managed and safe environment; ▪ Work and play within clearly defined and fairly administered parameters; 	<ul style="list-style-type: none"> ▪ Respect the views, rights and property of others, and behave safely in and out of class; ▪ Co-operate in class with the teacher and with their peers as outlined in Class Contracts. ▪ Conform to the conventions of good behaviour and adhere to our core values; ▪ Accept ownership for their own behaviour and learning.

PARENTS	
Our parents have a right to:	Our parents have a responsibility to:
<ul style="list-style-type: none"> ▪ A safe, well-managed and stimulating environment for their child's education; ▪ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; ▪ Be informed promptly if the school has concerns about their child; ▪ Be well informed about their child's progress and prospects; ▪ Be well informed about our core values and procedures; ▪ Be involved in key decisions about their child's education; 	<ul style="list-style-type: none"> ▪ Be aware of our core values and procedures, and encourage their child to abide by them: ▪ Act as positive role models for their child in their relationship with the school; ▪ Attend planned meetings with teachers in relation to behaviour and/or academic progress; ▪ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

ALL STAFF	
Our staff have a right to:	Our staff have a responsibility to:
<ul style="list-style-type: none"> ▪ A clear and agreed policy for dealing with children's' behaviour; ▪ Express their views and to contribute to such policies which they are required to reflect in their work; ▪ Support and advice from colleagues and external bodies; 	<ul style="list-style-type: none"> ▪ Behave in a professional manner at all times; ▪ Listen to the pupils, value their contributions and respect their views; ▪ Be sympathetic, approachable and alert to pupils in difficulty, be it academically/socially/emotionally etc. ▪ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice; ▪ Share with the parents any concerns they have about their child's progress, development or behaviour; ▪ Expect high standards and acknowledge effort, achievement and behaviour;

GOVERNORS	
Our governors have a right to:	Our governors have a responsibility to:
<ul style="list-style-type: none"> ▪ Be informed on behavioural approaches and policies in place in school; ▪ Contribute to the behaviour policy; ▪ Be informed promptly of behavioural issues in school; ▪ Be well informed about school rules and procedures; ▪ Be involved in key decisions linked to the management of the school. 	<ul style="list-style-type: none"> ▪ Be aware of school rules and procedures; ▪ Review school policies and procedures.

Steps used to manage and modify undesirable behaviour

Learners are held responsible for their behaviour. As aforementioned, they will be reprimanded in private where possible and staff will follow agreed steps for dealing with poor conduct. Our approach serves to de-escalate inappropriate student behaviour and avoids low-level behaviours (defined in Appendix 1) escalating and becoming more serious. If students behave in a way that is not appropriate, staff will use this agreed consistent approach to support that student to get back on track without giving undue attention to the negative behaviour. Once a response has been delivered, staff will walk away and give students time to think and act positively. The scripts noted below are for guidance purposes only.

STEPPED BOUNDARIES
1. REDIRECTION
<p>I noticed you chose to (noticed behaviour). This is a REMINDER that we need to adhere to our Core Values of SHINE. You now have the chance to make a better choice. Thank you for listening.</p> <p><i>Example - 'I notice that you're running in the corridor. Think about our Core Value of Nurture. Please walk so everyone can stay safe. Thank you for listening.'</i></p>
2. REMINDER
<p>I noticed you chose to (noticed behaviour) again. This is a SECOND REMINDER that we need to adhere to our Core Values of SHINE. This is a reminder to make a better choice. Thank you for listening.</p>
3. WARNING
<p>I noticed you again chose to (noticed behaviour). This is the third time I have spoken to you. You need to speak to me for two minutes (at the classroom door). Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.</p> <p><i>Example - 'I have noticed you are not ready to do your work. One of our Core Values is to 'Excel' and you can't excel if you aren't ready to do your work. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>

4. CALMING TIME

I noticed you chose to ignore my previous warnings about our Core Values. You have left me no choice and now you have to go to the quiet area / thinking mat / a specified area of the classroom / picnic bench (playground) **for a few minutes**. Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.

Calming time may be used at any point during the school day.

If a child persistently reaches Step 4 or the behaviour continues to escalate, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with through a follow up meeting.

5. FOLLOW UP MEETING

As a staff, we feel strongly that our pupils should be treated with respect. We use the follow-up meeting to engage with pupils about the behaviours which repeatedly led to Step 4, their impact on all parties and how we can move forward. Teachers may use the following questions;

What happened? (neutral, dispassionate language)	What were you feeling at the time?
What have you felt since?	How did this make people feel?
Who has been affected?	What should we do to put things right?
How can we do things differently?	

The follow-up meeting may take place just outside the classroom door.

When students have been given the support and opportunities to make the right choices and reflect on the impact of their behaviour but do not modify their behaviour, **the class teacher will contact the parent / carer** to discuss the behaviour to date. Means of further promoting positive behaviour will be discussed (eg. personal reward chart) and **given time to be impactful**. Behaviour that repeatedly requires a follow up meeting will be recorded by staff on SIMS for future reference. It is hoped that through existing strong links and maintaining close contact with our parents that the child's behaviour will improve. Should the behaviour continue or escalate further, the class teacher will follow the agreed steps as outlined below. Internal Referrals will mainly be used for Medium & High Level behaviours (see page 9).

6. INTERNAL REFERRAL

You have been given lots of chances to make better choices about your behaviour, but you haven't taken them. Because your choices don't follow our Core Values, I have no option but to take you to (Senior Teacher / Vice-Principal). I know that you can make good choices when you think carefully.

Pupils will be given the opportunity at this point (Step 6), where appropriate, to complete a Behaviour Reflection sheet (Appendix 2 & 3) which will encourage thoughtful reflection on their choices/actions and the impact of these on themselves and others. This will be completed with Senior Teacher / Vice-Principal. On completion, the pupil's teacher will revert to Step 5 and review the incident with the pupil. The class teacher will contact the child's parents to discuss the Internal Referral, following which, a meeting can be held with the class teacher if deemed necessary. We recognise that it's the certainty that this follow up will take place that is important. As a staff, we deal with behaviour without delegating.

7. FORMAL MEETING

Your behaviour is serious and does not follow our Core Values. I have no option but to take you to (Principal*) who will speak with you about your behaviour.

Where a **second** Internal Referral occurs, the Senior Teacher / Vice-Principal may deem it appropriate that the pupil has a Formal Meeting with the principal at break time. A Behaviour Reflection sheet can be completed as part of the Formal Meeting if necessary. The principal will contact the child's parents to discuss the Internal Referral.

Where a **third** Internal Referral occurs, the pupil will spend break and lunch time with the principal. The principal will again contact the child's parents to discuss the Formal Meeting and plan an appropriate intervention such as a weekly record of behaviour signed by the class teacher and principal. If necessary, for the safety of the child or other pupils, the principal* may decide that subsequent break/lunch times should be missed while the behaviour is reflected upon.

In the event of seriously disruptive or high-level behaviours (outlined overleaf), it may be appropriate to skip Steps 1-6 and go straight to Step 7, the Formal Meeting.

At this point, it has been decided by a member of staff that the intervention of the principal is urgently required. The displayed behaviour will be recorded on SIMS and parents will be invited to attend a meeting to discuss it. The pupil's behaviour will be closely monitored for an agreed period of time. In the most extreme cases, the school, with the approval of the Board of Governors, may suspend a pupil in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify behaviour. The school reserves the right in exceptional circumstances and in accordance with policy, to suspend a child immediately from school.

*In the absence of the principal, the Vice Principal / Senior Teacher will deputise



APPENDIX 1

At Whitehead Primary School we agree that the following are examples of the different levels of negative behaviours. This is not an exhaustive list and as a school we reserve the right to categorise a given behaviour and act accordingly, taking into account a range of factors including individual pupils needs, current home life etc.

Low Level Behaviours:

- Fidgeting / inattentive
- Distracting others
- Shouting out in class
- Withdrawing from the group
- Dismissive / refusing to speak
- Refusal to cooperate
- Negative responses
- Adopting defensive postures
- Leaving seat inappropriately
- Lack of effort during work
- Low level destruction
- Pushing others
- Homework not completed

**Dealt with by class teacher / classroom assistant
/ playground supervisor**

Stages 1-5

Medium Level Behaviours:

- Increase in frequency of above behaviours
- Abusive / belligerent
- Making personal / offensive remarks
- Adopting aggressive postures
- Challenges eg. 'I will not...you can't make me...'
- Shouting / screaming / swearing
- Damaging property / theft

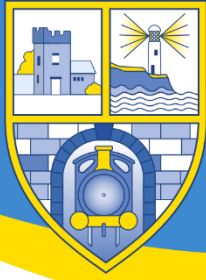
**Class teacher / classroom assistant / playground
supervisor supported by Vice-Principal / Senior
Teacher**

Stage 6

High Level Behaviours – Stage 6 'Internal Referral'

















- Placing yourself or others in danger
- Threatening behaviour towards others
- Purposely physically hurting others
- Aggression towards others
- Bullying

**Such behaviours are escalated straight
to Stage 7 (Principal)**

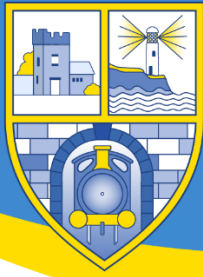


NAME		DATE		CLASS	
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WHAT HAPPENED?

HOW DID YOU FEEL?
<div>         </div> <div>         </div> <p>Tell me more...</p>

WHO ELSE WAS INVOLVED? WHO WAS AFFECTED BY YOUR POOR BEHAVIOUR? HOW DO YOU THINK THEY WERE FEELING?



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WHAT CORE VALUES DO WE HAVE IN SCHOOL?

WHICH OF THESE CORE VALUES DID YOU NOT FOLLOW?

WHY DID YOU DECIDE TO MAKE POOR CHOICES ABOUT YOUR BEHAVIOUR?

WHAT HAVE YOU LEARNED AND WHAT WILL YOU DO DIFFERENTLY NEXT TIME? HOW CAN YOU REPAIR THE DAMAGE?

SIGNED
(PUPIL)

SIGNED
(SENIOR TEACHER)

SIGNED
(REFERRING TEACHER)



1) What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/
silly



had a negative attitude



distracted others



wasn't ready/
late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

Want to tell us more?

2. Why did it happen?

How were you feeling? (Circle the correct feelings)



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What did you need/want? (Circle the correct needs)



fun / humour
entertainment/
friendship



more to do/ a
challenge



freedom / choice



to be listened to
and understood



respect



justice/ fairness/
equality



help/ support



consistency/
stability



self-expression



physical wellbeing
food/water/
safety



cooperation/
consideration



rest/ sleep/
a break / space



peace / quiet /
focus



ease / harmony /
comfort



order / control



other

3. Is there anything else you could have done to meet your needs?

4. What do you think other people might have needed (teachers/class etc...)



5. How might they have been feeling after what happened?



5. What have you learnt?

STEPPED BOUNDARIES – AIDE MEMOIRE FOR STAFF

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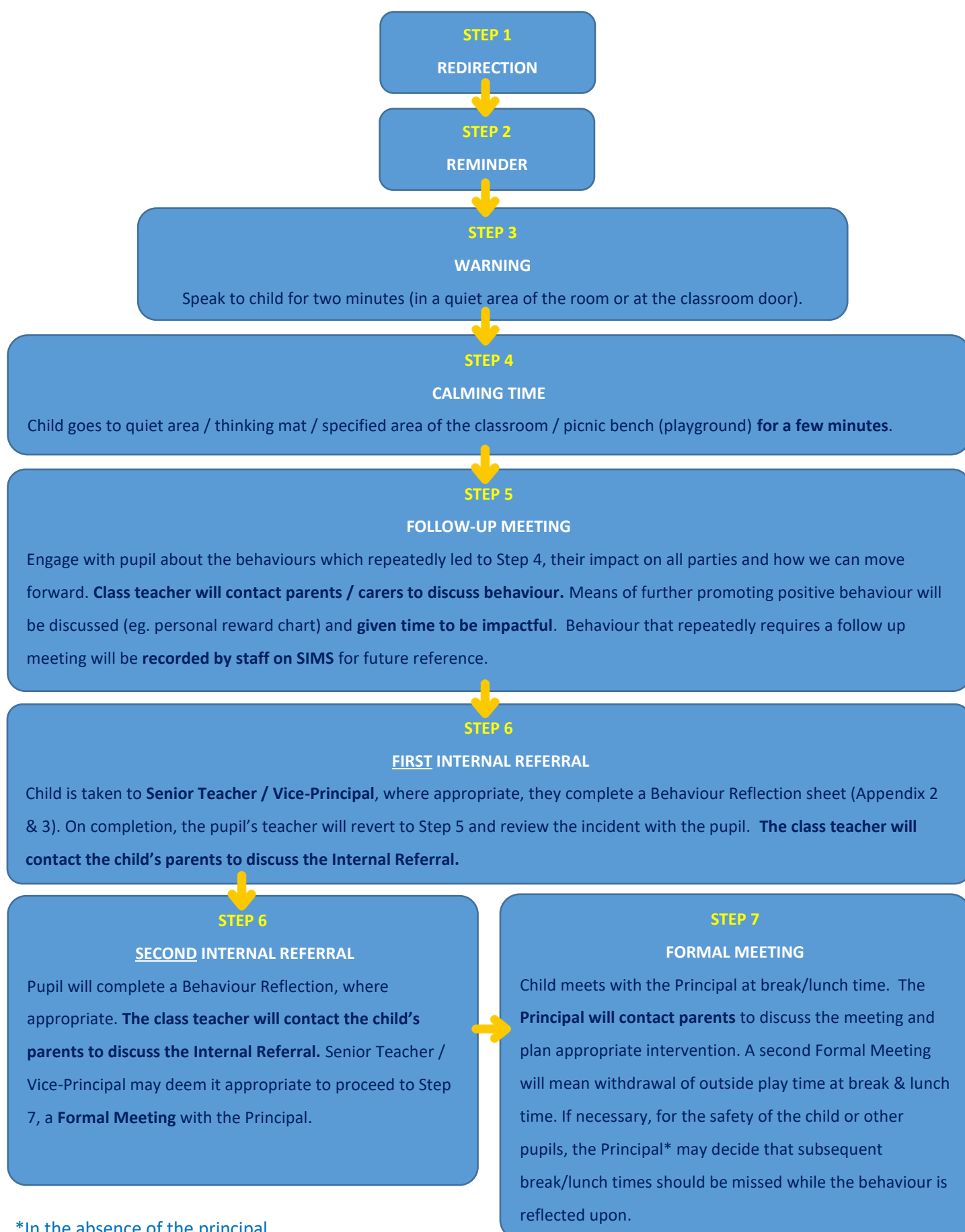
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