

**The Dove Federation of Schools  
(Caston CE VA & Parker's CE VC  
Primary Schools)**

**Positive Behaviour Policy**

**Amended during Covid-19**



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## **Introduction:**

The policy principally relates to the pupils within our school but it is important to recognise that the principles set out here relate to the positive relationships and behaviour of **all**; this includes amongst staff – as they set the *Dove Standard*.

As a Church school we provide a Christian environment to overcome all issues that may arise with compassion, positivity, thoughtfulness, fairness, respect, politeness and hope.

This policy is based on values that the children show when they are positive in their relationships with others.

All the values included have come from discussions between children, staff, Governors and parents on the values that are important to the children. They are applied to appropriate ways of dealing with any issues.

## **Values:**

All parts of our school community contributed in putting together the six core values of our federation. These should be seen across the schools in the way in which the whole community treats one another and in how pupils and adults model these in their daily lives.

Our values are:

- **Respect**
- **Beauty**
- **Trust**
- **Community**
- **Love**
- **Friendship**

## **Aims, Expectations and Principles:**

It is a primary aim of our school that every member of the school community feels happy, valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The aim of this policy is to promote good choices which lead to effective relationships so that everyone can support and respect each other, work together and learn well. We aim to help our pupils become positive, responsible and increasingly independent members of the school community. We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than simply deter poor or anti-social behaviour.

We promote this through:

- Fostering a sense of community and togetherness
- Providing a warm, caring and supportive climate
- Involving the whole school community in establishing rules and expectations
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations for all
- Central to this policy is 'choice'. We refer to 'good choices' (which lead to good consequences) and choices which are bad (which lead to negative consequences, based around the agreed system of warnings). There are two key reasons for using the language of 'choice':
- It promotes self-management of behaviour and enables some reflection of what behaviour choices exist/ed. It is intended that pupils will see that there are always different behavioural options.
- It avoids labelling pupils. Instead, we refer to choices we all make and that we should always try to make the right choice. (See Appendix 1)
- To ensure the health and safety of all pupils, staff and visitors and minimise risk to all during the Covid-19 pandemic.

Praise is key to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. Throughout the school, all stakeholders (staff, pupils, parents, governors and visitors) should aim to 'catch' and praise good behaviour. It is important to maintain this as it is easy for pupils who consistently make good choices to become 'invisible'.

### **Roles, Rights and Responsibilities:**

#### **Pupils:**

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the **five** simple school rules to avoid bad choices:

1. We will be healthy and safe
2. We treat others, objects and places with respect
3. We have positive learning behaviours and want to do well
4. We know the difference between right and wrong
5. To think about the health and safety of others and how we can help keep ourselves and others safe at school

### **Class Teacher:**

All staff must have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. This will be done using the class 'Zone Boards' (See Appendix) With these principles in mind, specific responsibilities of the class teacher are to:

- Praise children on an individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- Display the classroom rules and class 'Zone Boards' so that these can be referred to- this can help when praise or a warning is being given
- Be consistent with all consequences using the Zone Boards
- Treat each child fairly, with respect and understanding
- Apply these principles, roles and responsibilities with their own class and around the school including the main hall during Collective Worship
- Be a positive role model by demonstrating positive relationships with everyone in school
- Keep a record of how many gold awards children have achieved, as well as the quantity of times the pupil has moved into the red zone ('Well done' & 'Consequence' slips in Appendix)
- Having followed regular agreed procedures and consequences, seek help and advice from colleagues, for example, other Class Teachers or the Senior Leadership Team
- Liaise with external agencies as necessary to support and guide the progress of each pupil, for example, a social worker or the Behaviour Support Service
- Report to parents about the pupil's social and emotional aspects of school life, including behaviour and relationships – keeping individual home/school logs where appropriate
- Seek advice from the Senior Leaders and plan interventions as appropriate.
- **Share any behavioural issues with the Senior Leaders through either phone or email contact**
- **Must promote the health and safety of others and help pupils to think about how pupils can help keep ourselves and others safe at school**

### **Support Staff:**

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Head teacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in acknowledging pupils behaving well and verbalising how well a pupil has behaved. Consistency across all staff is expected.

## Head teacher:

In addition to the above, it is the responsibility of the Head teacher to:

- Support the staff in implementing the policy, including the above objectives, and by setting the standards of behaviour
- Implementing this policy consistently throughout the Federation from Reception to Year 6, and to report to governors, when requested, on its effectiveness
- Ensure the health, safety and welfare of all pupils in the school
- Maintain records of all reported serious incidents of misbehaviour
- Issue fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

## Parents:

We aim to build a supportive dialogue between the home and the school. We inform parents of negative and positive behaviours through a phone call or alternatively if we are unable to make contact over the phone, we will contact parents via email.

We expect parents to:

- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their child's learning
- Support the school in promoting high standards of hygiene and health and safety during the Covid-19 pandemic.
- Understand and support the schools decision that pupils who repeatedly and deliberately fail to socially distance and therefore risk the health of their peers and members of staff will be asked not to attend until the parents have had a telephone meeting with the executive head teacher. Following this a decision will be made on whether they can return.
- Support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If the concern is still unresolved parents should contact the Head Teacher. If these discussions do not resolve the issue, parents should follow the complaints procedure set out in the school prospectus.

## **Governors:**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement this policy, but 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 regarding behaviour.

## **Rewards and Positive Consequences for individuals:**

As mentioned above, all adults praise pupils for good behaviour. This is done in a variety of ways:

- Verbal praise will include frequent use of encouraging language and gestures, both in lessons and around school.
- Showing and telling good news to each other and about each other
- Movement of children's pictures/names to the silver and gold zones on the zone board
- Certificates in achievement assembly

## **Sanctions and Negative Consequences:**

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident.

The Act allows for teachers and other school staff to discipline pupils. In our school these adults are defined as:

- All teachers
- Other staff in charge of pupils such as Teaching Assistants and Higher Level Teaching Assistants and Midday Supervisors
- Adult volunteers who may come into school on a regular basis or on a temporary arrangement, such as a school visit or whilst providing extra support during activities inside school

The Act clearly allows school staff, including the adults mentioned above, to have statutory authority to punish pupils:

- whose behaviour is unacceptable
- who break school rules
- who fail to follow a reasonable instruction

Staff in the Dove Federation clearly and consistently employ a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy relationships can flourish.

We have just **five** school rules. These are:

1. We will be healthy and safe
2. We treat others, objects and places with respect
3. We have positive learning behaviours and want to do well
4. We know the difference between right and wrong
5. **To think about the health and safety of others and how we can help keep ourselves and others safe at school**

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices by the class teacher (use of the class Zone Board to move a child from the green zone, to orange followed by red), resulting in a consequence slip being sent home to the parent on the day of the incident. It is important to note that if a child moves to the red zone they can move out of this zone if an improvement in behaviour is noticed. If this occurs, the child can only move as high as the silver zone. Each day the zones will be reset with all children starting a new day in the green zone.
2. Five minutes off break
3. **Executive headteacher informed of behaviour to offer support if appropriate, this will be logged with the executive Headteacher via email.**
4. **Executive Headteacher speaks to the parents over the phone or via email if they cannot make contact.**

Serious misbehaviour, for example, being disrespectful to staff, or fighting is very rare. However, such behaviour would mean warnings start automatically at 3 on the above list. Parents may be informed earlier if there is a pattern of warnings or consistent warnings are being used. We contact parents so that a consistent message can be given to the pupil from both home and school.

We recognise that there are occasionally overriding circumstances, but these are rare and so variation from the warning system is rare. This is to maintain their effect and impersonal nature.

The Federation expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task.

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity/lesson and prevent the child from taking part for the remainder of the lesson.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Appendix)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not physically chastise or push children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All staff receive training in the correct use of restraint. This training is updated at the required interval.

#### **Confiscation:**

The Act allows for schools to confiscate property as a punishment. The recognised adults have the authority to confiscate a pupil's belongings but this must be applied reasonably. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress. Therefore, the following procedures should be followed when using this punishment.

- Children are informed that their property will be confiscated and why, for example, distraction to learning, or posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day.
- In Year 5 and 6, parents may give consent for a child to bring a mobile phone to school if the child walks to school alone. If the phone is not then handed into office, the teacher will confiscate the phone and send it to the School Office.
- Pupils found with items of food containing nuts, will have these removed for the safety of others in the school. They can be collected at the end of the day by a parent/carer

Items which the pupils should not have in their possession, for example, knives, lighters or laser pens, if confiscated, must only be returned to parents.

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

Fixed-term and permanent exclusions will always remain the most serious sanction in the school. These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

Only the [Executive] 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.

If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher informs the parents that they can, if they wish, appeal against the decision to the governing body.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in 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 an 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' appeal panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **Monitoring:**

The Head Teacher monitors the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warning system. A record of any serious incidents that occur at break or lunchtimes is also kept. The Head Teacher keeps a record of any pupil who is

suspended for a fixed term, or who is permanently excluded. Racial incidents must be reported to the LA; homophobic incidents are also recorded.

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

**Equal Opportunities:**

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way.

**Review:**

This policy will be reviewed every year as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

## Appendices:

### Appendix 1: The Language of Choice

#### Step 1 – Statement of reality (tell them what you see)

*‘Ricky, you’re climbing over the fence.’*

Never ask a child why they are doing what they are doing. It is confrontational and you don’t actually need to know why they are doing it – they just need to stop.

After hearing, you use a statement of reality, most children will quickly do something to change the behaviour without having to move further down the script. Remember you have to give them ‘take-up time’ to do this rather than stand over them which, again, can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

#### Step 2 – Describe the behaviour you want to see, ending the statement with a ‘thank you’

*‘Ricky, you need to collect the ball by using the gate – thank you.’*

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

(Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.)

#### Step 3 – Statement of choice

If they still do not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out, and you must deliver consequences, or the child will learn that you do not follow threats through.

*‘Ricky, if you choose to continue to climb over the fence then you’ll lose five minutes off your lunchtime. It’s your choice.’*

Although it’s easier said than done, you must remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, the child will pick up on your tone and may well be aggressive back which will make the situation worse.

If, after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Children love to be praised, even though they may not show it.

*'Well done Ricky, you made the right choice.'*

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, follow through with the consequences you stated.

Don't give in to protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say, for example, *'In our school, we will be safe'*, which reminds them of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

## Appendix 2: The Behaviour Consequences Grid

Behaviour/Consequence	1	2	3	4	5	6
Low level disruption						
Work avoidance						
Time wasting						
Constant swinging on chairs						
Being disrespectful e.g. back chatting						
Verbally abusive e.g. name calling						
Constant calling out						
Refusing to follow instructions						
Leaving without permission						
Homophobic, racial and/or gender comments						
Verbally abusive e.g. swearing						
Spitting						
Biting						
Throwing objects						
Bullying						

1. A reminder about behaviour and choices by the class teacher using Zone boards
2. Five minutes off break
3. Parents informed of behaviour to offer support if appropriate, this will be logged on Pupil Behaviour Record
4. Head of School sees pupil and gives verbal warning
5. Time out of class and 15 minutes of lunch break missed, spending time with a senior member of staff. (For upper Key Stage 2 pupils, children could be kept inside for the whole of lunchtime with any senior member of staff. **Parents will be informed when children reach this stage, using a phone call**)
6. Pupil sees head teacher and parents are informed either face to face or through a phone call
  - Incidents starting at 3 and onwards need to be logged on Pupil Behaviour Record
  - Consequences in the 3 to 6 shaded area are dependent on severity – professional judgement should be used
  - Use professional judgement, where necessary, to decide the best course of action.