



Garlinge Primary School and Nursery

Positive Behaviour Policy 2022-23

Garlinge Primary School and Nursery's Positive Behaviour Policy is designed to support the way in which all members of the school can live and work together. As a Rights Respecting School our policy aims to promote an inclusive environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of our pupils is integral. As part of our commitment to the UN Convention on the Rights of a Child, please find below the Articles linked to this policy. Details of the articles can be found on the school website:

RRSA Articles Linked to this Policy: 2, 3, 4, 12, 14, 15, 19, 37 and 39

Throughout this policy we have acknowledged our legal duties as set out in the Equality Act 2010, Keeping Children Safe in Education 2021 and in the Special Educational Needs and Disability Code of Practice 2015.

This behaviour policy is to be read in conjunction with the following Garlinge Primary School and Nursery Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Safeguarding Policy
- E-Safety Policy
- SEND Policy and Report
- Single Equality Scheme
- Teaching and Learning Policy

Introduction

At Garlinge Primary School and Nursery it is paramount we have a Positive Behaviour Policy that is simple, highly effective and consistently promotes behaviour for learning in an environment in which all our children can reach their full potential. It is also imperative that this policy supports the prevention of bullying of all kinds including cyber bullying, prejudice based and discriminatory bullying. The Garlinge PART values of Perseverance, Aspiration, Respect and Teamwork underpin this policy which promotes the highest expectations we have for our children and our school community in respect to behaviour. This policy explains what we expect from our children, members of staff, parents/carers and governors in order to maintain the highest standards of behaviour in a consistent and fair way. Therefore, this policy helps to ensure that every member of our school community will feel valued, respected and each person will be treated fairly. This enables all children to have full access to a broad and balanced, relevant and stimulating curriculum.

Aims

- To provide an environment which promotes the PART values:
 - Persevere in all areas of education so that we develop resilient learners
 - Aspire to show positive behaviour in all areas of the school and wider community
 - Respect ourselves, others and the school environment
 - Foster teamwork and a sense of common purpose to achieve our full-potential
- Create consistent, simple and positive ways to promote positive behaviour for learning, towards each other and the wider community
- Celebrate positive behaviour towards everyone
- Create a safe environment with a calm and purposeful atmosphere within the school
- Encourage increasing independence and awareness of self-regulation that fosters behaviour for learning
- Promote tolerance and appreciation of others' differences
- Use restorative approaches to support and guide our children to make the right choices
- Provide nurture and support to break down barriers to learning
- Set positive expectations in class and throughout the school through discussion with the children and adults by displaying the rules for everyone to see.

Roles and Responsibilities

In order for our Positive Behaviour Policy to be effective, it is imperative that it be consistently applied by every member of the school community.

We expect our children to:

- Follow our PART values
- Contribute to, understand and follow school and class rules
- Celebrate successes in relation to positive behaviour and behaviour for learning
- Act as positive role models within school and the wider community
- Respect the school environment and resources that are provided
- Follow instruction from staff to ensure they are safe in the school environment and successful in their learning
- Celebrate differences and to always be kind to others
- To understand that all forms of bullying and prejudice are not acceptable and to report incidences of this

We expect our staff to:

- Consistently use our PART values
- Follow safeguarding procedures and policies in place
- Establish a safe, caring and happy school
- Provide nurture and support to break down barriers to learning

- Provide an enriching curriculum, suitable to the age, ability and aptitude of the child in line with the Foundation Stage Curriculum and the Teaching and Learning Policy
- Establish a structured and safe environment, where learning is meaningful and engaging for all learners
- Set positive expectations in class and throughout the school through discussion with the children, and by displaying the rules for everyone to see
- Encourage and praise good behaviour, attitudes and work
- Use consistently high standards of behaviour and language throughout the school
- Use language that demonstrates our inclusive and nurturing culture and values
- Promote mutual respect within the school and wider community
- Develop positive relationships with parents and children, built on trust and mutual respect
- Keep parents and carers informed about good behaviour, particularly where there has been an improvement
- Balance any negative feedback to be given to parents and carers with positive points; beginning and ending the feedback with the positive
- Share children's positive behaviour and attitudes to learning in our weekly Celebration Assemblies
- Follow the Zones of Regulation curriculum
- Follow our de-escalation strategies to support positive behaviour and behaviour for learning
- Use restorative approaches to support and guide our children to make the right choices
- Keep records to track patterns or issues to support the child to develop positive behaviour and behaviour for learning
- Ensure that incidents are approached in a consistent, firm and fair manner
- Respond to incidents of bullying promptly to establish a safe environment
- Respond immediately to incidents of racism and any other forms of prejudice
- Promote tolerance and appreciation of others' differences

We expect our parents/carers to:

- Model high standards of behaviour which reflect our school values; Be a "PART" of Garlinge Primary School and Nursery
- Maintain the child's best interests at all times
- Work positively with the school to ensure that we maintain a safe environment for our children in school and the wider community
- Maintain positive communication between home and school
- Follow the Home/School Agreement
- Support children to follow the school's rules
- Work positively with the school to implement intervention, including consequences to work towards positive behaviour
- Ensure children arrive at school every day and on time
- Support children's learning to help them extend their potential
- Welcome differences and encourage children to respect all people regardless of race, religion, ethnic origin, belief, ability or gender

- Develop children intellectually, socially and emotionally
- Develop a feeling of self-worth and value in each child by offering them the opportunity to participate in all aspects of school life

We expect our governors to:

- Ensure that we have a behaviour policy and procedures in place that are in accordance with Local Authority and Government guidance that are compliant
- Promote and monitor the implementation of this policy
- Promote adherence to whole school practices within this policy
- Ensure that staff undertake training related to maintaining and developing positive behaviour
- Ensure all safeguarding procedures and processes are implemented, monitored and followed
- Ensure that the whistleblowing policy and complaints procedures are implemented, monitored and followed
- Ensure equality of delivery to individuals and groups through monitoring suspensions, exclusion and adaptations to children's timetables in accordance to Local Authority and Government guidance

Behaviour management strategies used in our school

A major factor of good behaviour and positive ethos is the quality of the relationships between the staff and the children. Every member of the school community is aware of and follows their roles and responsibilities as outlined above. This needs to be based on honesty, mutual respect and recognised good professional practice.

In order to achieve a well-structured environment our school has an established and well-defined framework of general routines and individual boundaries of behaviour as well as a positive reward system for good behaviour for learning (Appendix 3). Children need to be aware of what is expected of them. Problems will occur where expectations of behaviour are unrealistic, inconsistent or insensitive methods of control are used. We use a Behaviour Ladder which supports children to understand expectations and positive consequences of behaviour for learning (Appendix 1). When the child is not showing the positive behaviour expectations and the Behaviour Ladder has been exhausted clear procedures are outlined for all staff to follow (Appendix 2).

The Zones of Regulation curriculum, Learning Powers, Circle Time, Restorative Approaches, De-escalation Strategies and Active Play are all embedded to support and enable behaviour for learning across the school, as well as a broad and engaging curriculum. Good professional practice would recognise that behaviour that challenges is always an attempt for the child to communicate and can often stem from a failure by adults to be sufficiently receptive to the needs and problems of the child rather than from a wilful defiance of authority. However, we recognise that some form of sanction will be necessary for behaviour that disrupts learning. Where sanctions are felt to be necessary, good professional practice indicates that these should be immediate, relevant and, above all, just. It needs to be evident that restorative approaches have been used prior to any sanctions.

It is essential that children should be consulted and their wishes and feelings ascertained in matters concerning them. Positive behaviour is much more likely to be achieved when children are routinely involved in decision making about their education.

We understand that in some circumstances a child may require a higher level of support to ensure good behaviour for learning. In this circumstance, the class teacher and the department leader will liaise in consultation with the SENDCo and the parents/carers to see if extra provision, support or intervention needs to be put in place. This could be that the child requires a personalised behaviour support plan (Appendix 7). If the behaviour is considered to be consistently unsafe, a risk assessment may be written (Appendix 5) which will aim to keep the child and others safe.

Safeguarding

We recognise that a change in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to them suffering from, being likely to suffer from, or experiencing significant harm. If this is the case, we will follow our Safeguarding and Child Protection policies.

Suspension (Exclusion)

We see suspension as a very last resort. There are very rare circumstances in which it may be necessary to suspend a child who has displayed unsafe behaviour that has put themselves or others at risk, such as a serious incident (Appendix 4). In this circumstance, KCC procedures will be followed. On a child's return to school, a member of the Senior Leadership Team will conduct a reintegration meeting and a pastoral support plan may be written in consultation with the child and parents/carers (Appendix 6). Suspension will be approached on an individual basis and the child's protected characteristics and needs will always be taken into consideration.

Emergency Physical Intervention

The general principle is that the use of emergency physical intervention should, wherever possible, be avoided. However, the Education Act (1996) allows the use of reasonable force to prevent a child from:

- assaulting or injuring another person
- injuring themselves
- putting themselves into danger, e.g. attempting to run away
- damaging property

If emergency physical intervention is necessary, this should be recorded following school safeguarding procedures.

Confiscating Items

Unauthorised items brought into school by children may be confiscated by a member of staff and returned at a later time to the parents/carers. It must be made clear to the child when the item will be returned and to whom. If weapons or other illegal items are brought into school, the police may be informed and the item released when further guidance is given.

The Senior Leadership Team can authorise a search for items without consent. If appropriate, the search will occur with the child present. This would only be used as a final resort and parents/carers of children involved would be informed as soon as possible.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____

The Behaviour Ladder:

The Behaviour Ladder is used across the school as a consistent strategy to maintain good behaviour and to motivate children to behave well. It is a clear, visual structure to follow that is under-pinned by our PART values.

Gold

If a child has shown outstanding behaviour including all four PART values, their name can move to Gold and will be published in the “Golden Book” and celebrated in assembly. A postcard will be sent home to recognise this achievement. Children will be awarded five stickers on their merit card.

Silver

If a child has shown excellent effort and behaviour for learning, including some PART values, their name can move to Silver and they will be awarded three stickers on their merit card.

Green

All children are placed on Green (ready to learn) at the start of the day and after lunch. Children will be awarded 1 sticker on their merit card if they end the day on “Green”.

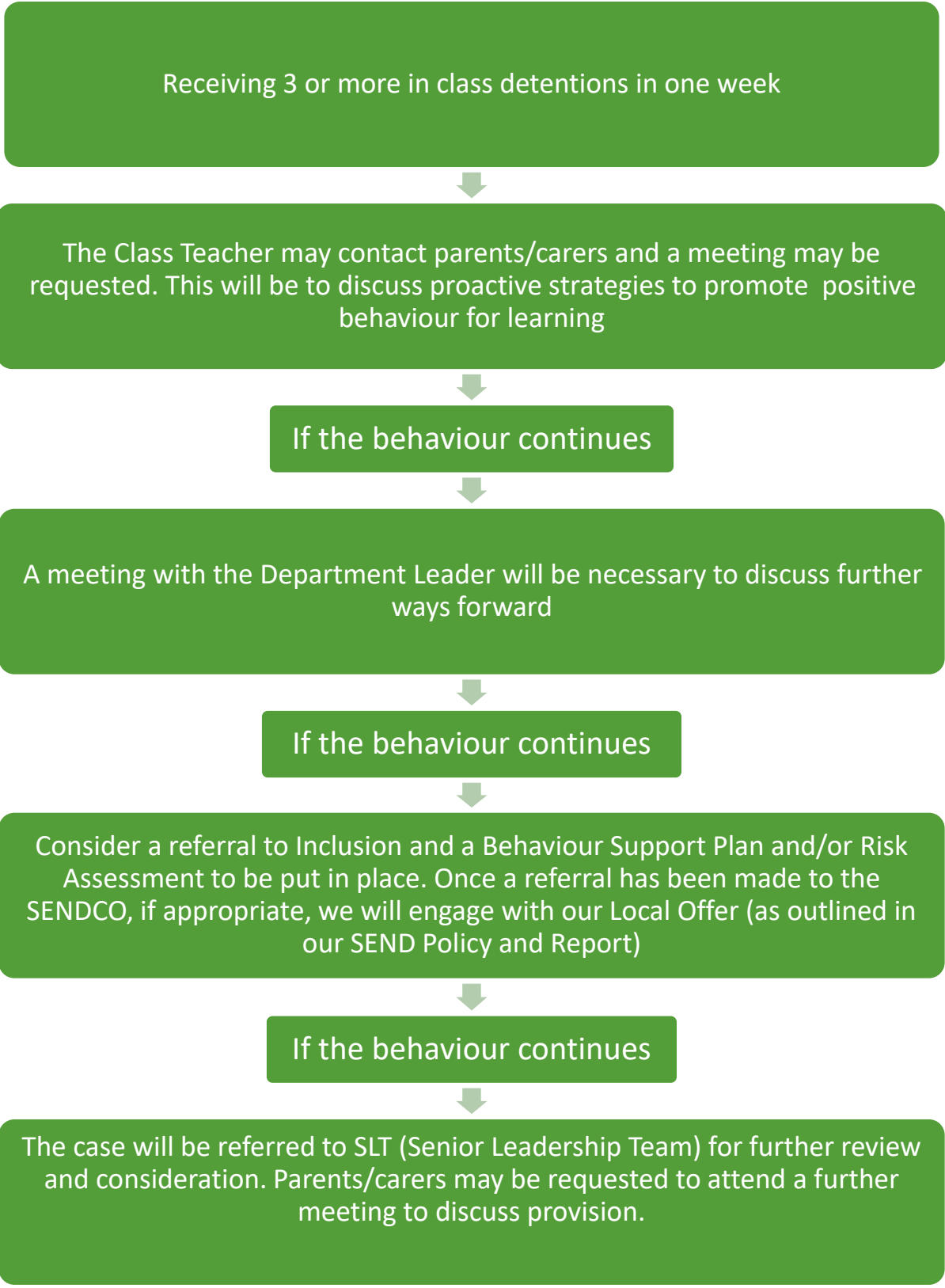
Time to Reflect

A child will move their name to Time to Reflect if they are not following the established rules and a verbal warning has been given. This is an opportunity for them to reflect on their actions and to show good behaviour for learning. If the child gets back on track they can move their name back up to green.

STOP

If a child who is already on ‘Time to Reflect’ persists with behaviour which negatively impacts on learning, their name is moved to ‘STOP’. If the behaviour continues, they will be sent to the partner class for 3 minutes (EYFS) or 10 minutes (KS1 and KS2). In KS1 and KS2 if a child continues to disrupt learning on return from their partner class, a detention will be issued by the class teacher at the start of break (5 minutes max) or lunch (10 minutes max). The detention is an opportunity for the pupil and class teacher to use restorative conversations in order to move the behaviour on and for the pupil to understand the impact on their learning and the learning of others.

Procedures when the Behaviour Ladder has been exhausted:



Rewards Systems

Reward Strategy	
Merit points	<p>Given to children for showing the following:</p> <ul style="list-style-type: none"> • Demonstrating our PART values • Following rules • Modelling • Doing something extraordinary • Being on Green, Silver or Gold • Excellent learning
Individual completed Merit Cards (In Class)	<ul style="list-style-type: none"> • Placed in a tombola style reward box in class • At the end of the week class teacher will draw out a merit card. The winning child will choose a prize from the reward box. • At the end of the week all completed merit cards to go into a box in House Colours centrally. • The children who have completed their cards that week are either celebrated in class or assembly.
Termly Merit Card Count	<ul style="list-style-type: none"> • At the end of the week all completed merit cards go into a box sorted in House Colours EYFS and KS1 • Each House merit cards are counted at the end of the term and the winning house are awarded with a non-school uniform day
Yearly Merit Card Count	<ul style="list-style-type: none"> • The House which has amassed the largest number of merit points will be awarded the House Cup at the end of the year
Learning Awards	<p>Learner of the Week shared in Celebration Assembly: A child is awarded Learner of the Week when they have demonstrated:</p> <ul style="list-style-type: none"> • Improved in an area of learning that they found difficult • Producing an excellent piece of work in an area of the curriculum • Made a breakthrough in their learning <p>Mathematician of the Week shared in class:</p> <ul style="list-style-type: none"> • For showing excellent progress in maths <p>Times Tables Certificates</p> <ul style="list-style-type: none"> • Bronze (in class) • Silver (in class) • Gold (in Assembly) <p>Reader of the Week shared in class</p> <ul style="list-style-type: none"> • For showing excellent progress in reading <p>Reading Certificates (KS1):</p> <ul style="list-style-type: none"> • 25 books • 50 books

	<ul style="list-style-type: none"> • 75 books <p>Writer of the Week Award:</p> <ul style="list-style-type: none"> • Their piece of writing is showcased on the STAR WRITER BOARD
PART Stickers and Certificates	<ul style="list-style-type: none"> • A child is awarded a PART sticker when they show the relevant PART value during PE, Sports events and Active Play • A child is awarded a PART certificate when they have demonstrated the value of the week
Attendance and Punctuality Awards What else do we do?	The class within each key stage with the highest weekly attendance and punctuality receive the Punctuality Pup and/or Attendance Ted for the week. The results are put on a central display for each key stage
Learning Power Certificates	A child is awarded a Learning Power Certificate when they demonstrate a learning power throughout the week
Sports Assembly	At the ends of each term PE and school sports achievements are shared in assembly

We will also endeavour to celebrate our children's successes that they achieve in and outside of school when and where appropriate, such as achieving a dance award or a music grade.

EXAMPLES OF A SERIOUS INCIDENT

- Deliberately throwing small objects with force (with or without the intention of breaking them)
- Deliberately harming another child
- Damaging property
- Leaving class without permission
- Repeated inappropriate behaviour
- Repeated challenge to authority e.g. walking away from adults
- Repeated rudeness to peers/adults
- Stealing
- Bringing dangerous items into school
- Racism/ homophobia/sexism/ other forms of prejudice
- Bullying and threatening others
- Repeated refusal to follow instructions
- Verbal or physical abuse towards peers
- Deliberate harm to adults/ children
- Persistent bullying/cyber bullying
- Leaving school without permission
- Verbal or physical abuse towards members of staff
- Extreme violence
- Dangerous and unsafe behaviour
- Peer on Peer abuse

PUPIL RISK ASSESSMENT FORM

Name of Student: **Age:** **Date:** **Review:**

In order for the school to monitor risks of specific challenging behaviours, a pupil, when and if required, will be monitored **frequently** and be updated when significant changes occur so to ascertain any progression or regression in key areas of behaviour. The scoring system used on this sheet is in order to quantify risk and help minimise risk where possible. Key: 1 = little or no risk, 2 = medium level risk, 3 = high level risk.

BEHAVIOUR THAT PRESENTS RISK	LEVEL OF RISK			Comments
	1	2	3	
Verbal aggression: Swearing, name calling, personal attacks, etc.				
Intimidation – verbal: Racial and/or homophobic comments, bullying, threats of violence, etc.				
Physical aggression: Kicking, punching, biting, throwing objects, etc.				
Intimidation – physical: Using body shape/mass, bullying, barging, and threat with weapon, etc.				
Flooding/Hygiene: Blocking sinks/toilets, spitting, etc.				
Property damage: Forcing door/window locks, hitting walls, throwing furniture, graffiti, etc.				
Running from immediate environments: Running from staff, failure to follow instruction, etc.				

BEHAVIOUR THAT PRESENTS RISK	1	2	3	
Absconding: Attempting to run away, placing self in danger.				
Sexualised language: Reference to sex acts, orientation, etc.				
Sexualised behaviour: Displays of behaviour relating to sex acts, disrobing, etc.				
Inciting others: Attempts to encourage others to act negatively.				
Merging: Attempts to join others in acting out negatively.				
Stealing: Theft of school equipment, items belonging to staff or students, etc.				
Self-Harming: Potential to injure themselves either superficially or with dangerous intent.				
Vulnerability: Student vulnerable to exploitation/bullying protected characteristic, lack or risk/stranger awareness etc.				
Other (please indicate):				

PASTORAL SUPPORT PLAN

Name:

Date:

What am I going to do?

Who is going to help me?	How will they help?

What rewards can I earn as I succeed?

What will happen if I break school rules?

Pupil's signature:	Staff member's signature:
	Designation:

Review date:

Pupil Plan Review

What have I achieved?

Staff comments:

Further plans and new targets:

Pupil's signature:

Staff member's signature:

Designation:

PSP- Final Evaluation

Name:

Date:

What has been achieved?

Pupil comments:

Home comments:

School comments:

Pupil's signature:

Staff member's signature:

Designation:

<u>Personalised Behaviour Support Plan</u>				
Name of child _____			Date of initial plan _____	
<i>Pen Picture:</i>				
Behaviour/Function	What we want XXXXXX to do	Proactive Strategies	Early Intervention Strategies	Reactive Strategies

To be reviewed by when : _____

Signed SENCo _____

Date _____

Signed Class Teacher _____

Date _____

Signed Parent/s _____

Date _____

Reviewed by Class Teacher in consultation with parents/carers on:

_____ Signed Parent/s _____ Date _____

_____ Signed Parent/s _____ Date _____

_____ Signed Parent/s _____ Date _____