



CHURCH DRIVE PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Issue Status: -

Date	Issue	Comment	By
1.09.22	A	Agreed by Governors	Linda Christian
22.05.23	B	Agreed by Governors	Linda Christian

'Good behavior grows in strong, cooperative and respectful relationships'

Noah Kempler



Policy Aim:

This policy aims to provide the school community with clear and consistent guidance for behaviour management at Church Drive Primary School.

The policy should be read in conjunction with other school and MAT policies such as Use of Reasonable Force, Safeguarding and Child Protection, Anti-Bullying and Acceptable Use.

Our primary aim is that all of our children are happy, healthy and safe and that during their time at Church Drive they are guided in their decision making so that their choices, both now and beyond their primary education, are well-informed. We intend that this will help them to succeed and play an integral part of the wider community.

At Church Drive, we work to build relationships that are built around mutual respect and tolerance of others; we guide the children accordingly. It is paramount that our children know and understand that we are their consistency.

Principles:

The school recognises its standing within a community of high deprivation and whereby a significant number of our children have adverse childhood experiences. There is an acute awareness of the varying needs of our children and more specifically, the need for the behaviour policy to reflect the support, nurture and kindness that underpins daily life at our school. Our behaviour policy is based on an inclusive approach whereby restorative practice is used to help our children learn and understand their behaviour, their choices and the consequences alongside the impact of their choices on others.

The Church Drive Way:

We have just 3 school rules. These rules are easily remembered by all and allow behaviour management in school to be successful and positive. Our 3 rules are:

- Ready
- Respectful
- Safe

We work with the children to help them understand and develop the ability to demonstrate the behaviours expected. We take every opportunity to celebrate children who make the right choices and recognise their achievements in many ways – for example, we will send copies of good work home, praise publicly both in school and on social media, send positive postcards and letters home and make time for the children to share their work or achievements with wider school staff. On a weekly basis, children also have opportunities to be selected for class/phase recognition.

Consistency is imperative and so we also provide them with consistent adult behaviours – our staff are:

- Calm
- Audibly Positive
- Kind

Our leadership team is very active and visible, and this allows for a significant contribution to behaviour management, particularly for celebrating and recognising achievement and progress.

When things go wrong:

We recognise that not all of our children will demonstrate our behaviour expectations at all times. We also recognise that some of the adverse childhood experiences that some of our children have experienced may impact significantly on behaviour choices. Our approach to behaviour that is deemed to be more challenging and disruptive is based, therefore, on the exceptional working knowledge that our staff have of our children on an individual basis.

When things go wrong for our children, we typically begin by following our restorative practices and asking/discussing our 3 restorative questions:

- What happened?
- How did that make you/others feel?
- How can we fix this/turn it around?

If a child is escalated, the staff will provide reassurance and ensure that any discussions around behaviour and restorative practice take place at a timely point.

Sometimes there is a need for consequences – staff make these decisions based on the situation and carefully consider what happened in the build up to it. The typical range of consequences can be found in the attached appendix.

Significant incidents of behaviour are recorded on an online monitoring system (CPOMS) and are reported to senior leaders. The leadership team takes an active role in managing incidents of negative behaviour.

Discriminatory Behaviour

Church Drive is a Rights Respecting school. We do not tolerate any incidents of discriminatory behaviour and will deal swiftly and effectively with this should the need arise. Any child found to be behaving in a discriminatory way will be spoken to in such a way that they understand the discrimination, the impact on others and the need for this incident not to be repeated.

Where necessary, we will involve wider agencies to support the children, their parents/carers and staff. All incidents of discriminatory behaviour are recorded, and parents/carers are informed. Our diverse range of texts allows us to immerse the children in a world where they can relate to and develop acceptance and empathy for others. We take a pro-active approach to this but will select and identify specific texts if the need arises. We believe strongly in the power of reading. These incidents are reported to governors and may be reported to wider agencies such as Merseyside Police.

Searching, Screening and Confiscating

In line with DfE guidance, Church Drive Primary School has the right to search, screen and/or confiscate. The guidance for this can be found by following the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Responsibilities beyond the school gate

Like all schools, we work hard to instil behaviour values in our children that we hope translate to their time outside of school. Our 3 school rules are such that they can be applied outside of school and we hope that these guide our children to be ready, respectful and safe at all times.

In some circumstances, negative behaviour outside of school could result in school-based consequences. Each case would be considered individually; the Headteacher could make a decision to exclude a child based on actions and behaviour outside of school – as per the DfE guidance on exclusions. This can be accessed by following the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Bullying

We take any incidents of bullying seriously. More information about this can be found in our anti-bullying policy.

Definitions of bullying

These are some of the incidents which may be considered as bullying. However, there is usually an underlying premeditation or persistent repetition of behaviour for it to be considered bullying.

The school's Anti-Bullying Policy should be read in conjunction with this document.

Dealing with Incidents of Bullying

Staff will monitor and record any incidents which concern them, where they believe bullying has taken place. These records will be monitored by the co-ordinator and brought to the attention of the Headteacher if any pattern begins to develop e.g. same child as victim, same child as perpetrator, same time of day etc

Sexual Abuse and Sexual Harassment

Our staff are well informed of up-to-date research findings and legislation. They are aware of behaviours that constitute sexual abuse and/or harassment and as a school we have a zero-tolerance approach to this. We recognise that this does not mean that incidents will not occur and as such, our approach to dealing with incidents will be on an individual level. As a minimum, we will work with the child and their family, consult wider agencies and involve the children in learning opportunities to help them understand and identify their behaviour choices and impact on others. Educating children is powerful. We take a proactive approach to sexual abuse and harassment and subjects such as RSE and PSHE, alongside NSPCC Pants lessons, are carefully utilised to provide the children with the tools and knowledge necessary to keep themselves and others safe. These incidents are reported to governors and may be reported to wider agencies such as Merseyside Police.

Peer on Peer Abuse

Much like our approach to bullying, discrimination, and sexual abuse/harassment, we believe firmly in the need to educate the children and to provide learning opportunities that enable the children to identify such behaviours, understand their impact on others and the consequences associated with them. We use the curriculum and texts to support this approach. Any incidents of peer-on-peer abuse will be dealt with on an individual basis and with the knowledge of the child and their experiences in mind. Incidents of peer-on-peer abuse are recorded and categorised on our online monitoring system and are managed by the leadership team. These incidents are reported to governors and may be reported to wider agencies such as Merseyside Police.

Exclusions

A decision to exclude a pupil can only be made by the Headteacher. Any decision to exclude would not be made lightly and every consideration would be given to the support needed to reduce this risk. Exclusions from school only occur for the most serious of incidents or for persistent issues arising from sustained breaches of the behaviour policy. The DfE guidance regarding exclusions can be found by following this link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory

overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Appendix 1 – Behaviour Consequences (not exhaustive – consequences will be determined as appropriate and proportionate to any incident that arises)

Church Drive Primary School will make use of its wide range of diverse text to explore behavior and themes with the children – both proactively and reactively as appropriate. Opportunities to see themselves and others reflective in a text is powerful and we believe firmly in the need to educate our children on matters that may give rise to and/or present as a behaviour issue.

Our children will be given choices, as appropriate to their age/stage, to help guide them with independently managing and regulating their behaviour.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the week, the child is awarded a sticker on the reward chart to work towards the 'Good to be Green' certificate.

<p>Low Level Behaviours</p> <p>Verbal Warning</p> <p>Stop & Think Card</p>	<p>Restorative questions</p> <p>Two-minute time out for reflection</p> <p>Restorative opportunities between children</p>
<p>Ongoing low-level behaviours or more escalated behaviours</p> <p>Amber Card</p>	<p>Restorative questions</p> <p>Reflection discussion with SLT</p> <p>Longer periods of time out of the classroom, as determined by the relevant member of staff.</p> <p>Reflection with family involved</p>
<p>On-going behaviours during unstructured times</p> <p>Red Card</p>	<p>Restorative questions</p> <p>Opportunities to divert self and others to a new activity/area</p> <p>Self-reflection, reflection with peers or staff in Reflection room</p> <p>Reflection with family involved</p> <p>Risk assessment work (if appropriate)</p> <p>Wider agency involvement</p>
<p>Significant behavior</p> <p>Red Card</p>	<p>Restorative questions</p> <p>Opportunity for reflection</p> <p>Time out in another room to de-escalate situations</p> <p>Reflection of behaviour between staff/parents/child</p> <p>Wider agency involvement</p>
<p>Extreme Behaviour</p> <p>Temporary or Permanent Exclusion</p>	<p>This may result in fixed term or permanent exclusion in the most extreme circumstances. Examples of extreme behaviour relate to posing risk or causing harm to self or others and the destruction of property. Wider agencies/approaches will almost certainly be involved – i.e. EHAT, police, social care, LA teams</p>