

Positive Behaviour Policy

Haslingfield Endowed Primary School

Approved By	Full Governing Body
Date Approved	October 2024
Review Cycle	Every 2 Years
Next Review Due By	October 2026
Responsible Officer	Donna Peck

1. Context

This Positive Behaviour Policy should be read in conjunction with our Anti-Bullying Policy, Relationships Education Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy, SEND information report and PSHE Policy.

1.1 Aims and Principles

Our behaviour policy is based on an expectation of good behaviour and relationships within a secure, caring and inclusive environment. We will emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our school community- in keeping with the British Values which extends to our Global values.

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour that encapsulates a sense of community through our shared values. We also understand that children need teaching and discussion about behaviour through planned sessions to develop a deep and secure understanding of how to be a successful pro-social member of society. We will not judge children who need extra support, and managing challenging behaviour of any child follows a restorative ethos.

1.2 Our Core Values

At Haslingfield Endowed Primary school we have 7 core values that demonstrate the underlying principles we wish to nurture throughout our school. Each value has an “agreement” or promise that all children and adults connected to our school agree to uphold. These values create the acronym “S.P.A.R.K.L.E” and our school motto is “*At Haslingfield we S.P.A.R.K.L.E*”.



Our 7 'SPARKLE' agreements are...

S afety	1. We look after ourselves, each other and our community
P erseverance	2. We believe in ourselves and never give up
A spiration	3. We challenge ourselves to go further
R espect	4. We treat others how we wish to be treated ourselves
K indness	5. We take pride in helping others
L oyalty	6. We have trust in others
E quality	7. We celebrate difference, and stand up for it!

1.3 A Holistic Curriculum Approach

At our school we look for ways in which we can teach and make reference to our core values everyday. This may be:

- Weekly whole school 'Values' assemblies
- Celebration assemblies
- Reward systems
- PSHE lessons
- Planned within our curriculum lessons

We strive for our values to be embedded into the curriculum so that children can make sense of them and make links within the topics they are learning. Examples of this may be discussions such as ...

Reception... "How did the Three Little Pigs show **kindness**?"

Year 1... "If you ever met a carnivorous dinosaur, how would you stay **safe**?"

Year 2... "How did people in the Great Fire of London show **perseverance**?"

Year 3/4... "Do you think Mr Gum is **Loyal** and trustworthy? Why not?"

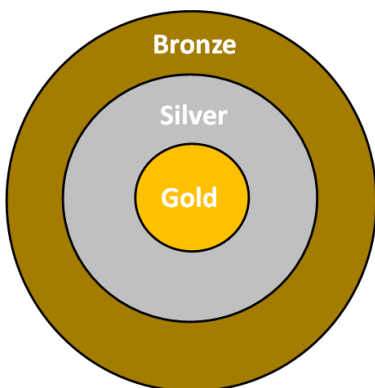
Year 5/6... "To what extent do you think **Respect and Equality** play in preventing future conflicts like that of World War 2?"

2. Celebrating Positive Behaviour

At Haslingfield Endowed Primary school we strongly believe that the primary route to achieving our aims of good behaviour is celebrating when things are going well. We want to publically articulate these occurrences to the child and the community, and promote good behaviour and learning as a desirable choice.

2.2 Reward Systems

At our school we celebrate children's positive behaviour and academic success through a three-stage reward system: Bronze, Silver and Gold.



Award	Frequency per child	Earned Through... (Examples)	Celebration
Bronze <i>(Common)</i>	*Daily *As needed. No limit to amount in one day.	*Example of good effort in learning *Following school rules	* 1 house point per bronze *Celebrate in own class
Silver <i>(Rare, once a year)</i>	*Not usually more than 1 per month *More prestige	*Consistently good effort in learning *Consistently showing school values * Compassion for others	* 1 house point *Celebrate with partner class at the end of the day *Silver certificate
Gold <i>(Extra Special)</i>	*Usually only once a year. *Very prestigious.	*Achieving something over a period of time *School values lived out impeccably every day.	*1 house point *Gold certificate *Share with Headteacher / AHT

2.3 Awards and Certificates

Each week a whole-school assembly is held to celebrate achievements made. In this assembly the school community come together and awards and certificates for the following aspects are shared:

- Children achieving silver awards
- Children achieving gold awards
- Children with personal achievements (such as music or sport)
- Achievements from competitions that represent the school
- Certificates linked to school development foci (eg, Class Writer of the Week – to promote writing across the school and Maths rockstar of the week).
- Sports Star of the Week (from lunchtime clubs led by JS Sports – to promote healthy lifestyles)
- House points attained that week and the running total for the academic year

2.4 House System

House points are a key aspect of the school's day-to-day reward system. Each child is allocated a house group when they start school in Reception (or on their first day of joining the school). Being part of a house group enables each child to earn rewards for positive behaviour and celebrate them with the house community that they belong to. They can be awarded house points for behaviour such as...

- ✓ Excellent example of following the S.P.A.R.K.L.E. agreements
- ✓ Good effort in learning
- ✓ Positive contribution to their class/the school

House points are awarded in increments of one. We do not give multiple house points as an individual reward, as this can give the impression of higher value to some aspects and devalue others; consistency and continuity between house point distribution is important.

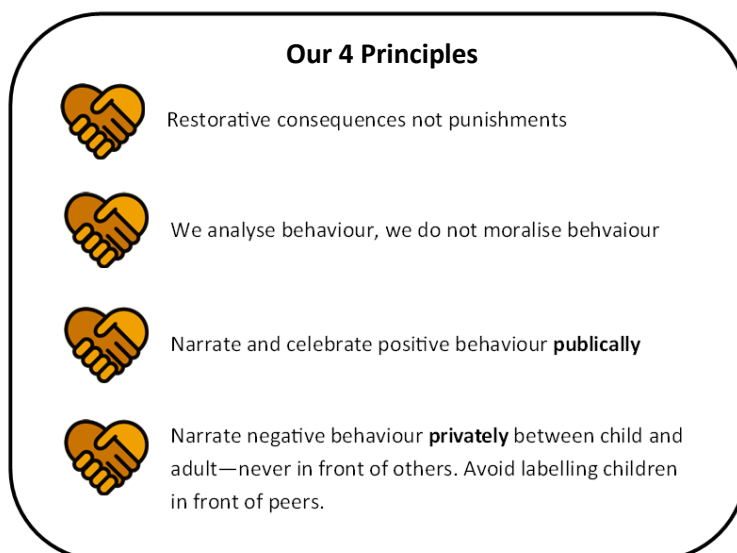
Each week the house points gained are tallied-up and added to the running total for the academic year. On the last whole school assembly of the year the house group with the most house points are declared the winners. The house group trophy will be draped in their house colours for the next academic year.

The house groups and colours are as follows...



3. A Therapeutic and Restorative approach

At Haslingfield Endowed Primary school we understand that children are constantly learning and developing their understanding of how to become a well-rounded member of society. We know that, along the way, children may make mistakes and that we are here to support and guide them. We also know that there are a range of factors that influence behaviour such as; life experiences, special educational and developmental needs, communication and language needs, ability to build trusting relationships with peers and adults.



3.2 Communication Matters

Positive Phrasing

The way adults speak to children matters. Along with tone, intonation and pace of speech, we believe the words and method adults use to manage behaviour has great impact.

1. Instead of “No don’t do that” – We use “Please can you...”
2. Instead of “Don’t run in the corridor” – We use “We walk inside so we are safe”
3. Instead of “I’ve told you so many times” – We use “Remember last time we...”
4. Instead of “Stop hitting” – We use “Safe hands, please”

Descriptive Praise

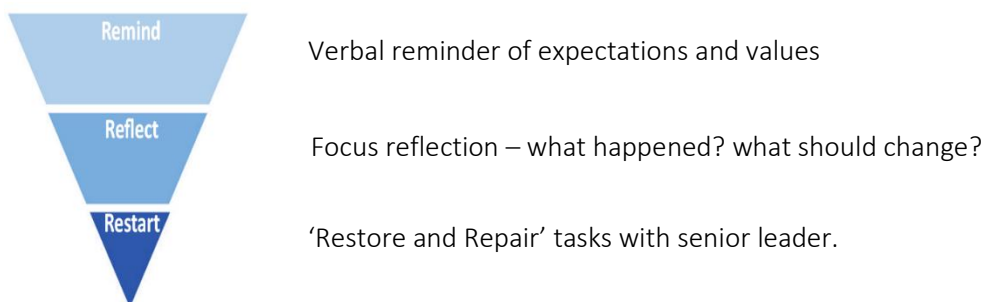
‘Descriptive Praise’ is used as method to help narrate positive behaviour; this supports children with their understanding of why their behaviour is good by explicitly naming and labelling it.

For example:

1. “Thank you for looking this way, that means I know you are listening. That is excellent respect.”
2. “Great sharing! Letting your friend have a turn is very kind”
3. “Brilliant writing. I am really impressed with your perseverance because you never gave up when you found it tricky at first”.

3.3 Restorative Support – The 3 ‘Rs’

At Haslingfield Endowed Primary School, we have a three-tiered-stage system for managing challenging behaviour. At each stage the primary aim is to **restore and repair**. The focus for the child will be to return to more pro-social behaviour. The tiered system is as follows:



Stage	Examples of When to Use	Restorative Consequence
Remind <i>Stage 1</i>	All children make mistakes! A reminder 2 times before moving onto next stage. This gives every child the opportunity to make a positive change.	No direct consequence at this stage Identify school value not being shown Praise all positive behavior seen thereafter
Reflect <i>Stage 2</i>	a) When behavior has not changed following 2-3 reminders. b). When another child has been hurt c). When multiple school values have not been followed	Child completes ‘Time to Reflect’ activity sheet Identify school value not being shown Parents notified at end of the day. Teacher to keep record of reflections for later analysis
Restart <i>Stage 3</i>	This should be very rare. Only used for a) serious example of negative or dangerous behavior b) when multiple reflections over a 4 week period has not improved behavior outcomes	Seen by Headteacher or Deputy Headteacher Reflection sheet completed and Parents notified Restorative plan created between child, teacher and Headteacher

3.4 Consequences and techniques

In line with the school’s therapeutic ethos to behaviour management, all consequences follow the **Restore and Repair** approach. The use of punitive sanctions, such as loss of break times, removal of favoured activities and lessons, and the inclusion of undesired tasks (eg copying out lines) are not acceptable methods at Haslingfield. This is because we believe that punitive sanctions do not teach children how to behave; we also believe that they risk labelling children. We avoid using systems that publically shame children, such as names on the board / sun, raincloud, thunderstorm.

Remind In correlation with the 3R’s model, at stage 1 (Remind), adults will use the following methods...

- **Non-verbal cues:** glance/look expectantly to alert the child that their behaviour has been noticed; stand near the child so to closely observe them; use hand signs (eg Makaton) to silently signal desired behaviour

- **Rule Reminder - Example A:** If in a group setting with others, verbally remind all children of desired behaviour and link to S.P.A.R.K.L.E. core values; use children modelling good behaviour to publically praise as an example of desired behaviour.
- **Rule Reminder Example B:** If in a group setting and a verbal reminder is needed, the adult should name the child and remind them of the positive behaviour choice expected (as described in 3.3). They should not name the negative behaviour (eg instead of “*stop talking!*”, use “*Please look this way and listen*”).
- **Rule Reminder Example C:** If the adult is able to speak to the child privately, then the above can be used and some techniques of ‘Restore and Repair’ can be used, such as “*We ask you not to go onto the grass when it is wet because it is slippery. You may slip and hurt yourself; we want to help all the children make the right choices to stay safe at school. Where do you think is a safer place to play today?*”.
- **Distraction:** On some occasions, particularly with younger children that may not pick-up on non-verbal cues or those who have undeveloped communication and language, practitioners will use distraction techniques to skilfully deter them away from negative behaviour and re focus their concentration on something more desirable. If this is successful, the adult should follow-up with lots of praise to the child. This helps young children make links between particular behaviour and positive feedback and attention from adults.

Reflect

In correlation with the 3R’s model, at stage 2 (Reflect), adults will use the following methods...

- **Privately Notify Child:** It is important that a child moving into stage 2 is not publically shamed. Wherever possible, the adult involved should privately notify the child of this. Calm language such as “*I can see you need more help, please come with me to reflect on how we can make it better*”. If the child will not cooperate after a couple of requests to do so, the adult will not insist or risk needing to deal with secondary behaviour incidents. In this scenario, changing the adult that is involved can offer “a way out” for the child.
- **Time to Reflect Activity (see appendix):** The child completes a simple reflection worksheet that breaks down the event into what happened, which S.P.A.R.K.L.E value this behaviour did not followed, and how they could make it better next time. When this activity is completed it is important that the child shows this to the adult involved as this allows completion of the Restore and Repair cycle.
- **Behaviour Incident Form:** For every child at stage 2, the adult involved must complete a behaviour incident form. This is completed on the day. One copy is kept in the class behaviour folder and one copy is given to the headteacher who will add to MyConcern. This allows for patterns of behaviour across the school to be noticed.

Restart

In the rare event that a child moves from Remind, to Reflect stages, or become involved in dangerous or highly inappropriate behaviour, they will meet with senior member of staff (most likely the headteacher or deputy headteacher). This occurrence may be dealt with in the following ways...

- **Scenario A Time to Pause:** In these more serious cases, it is best that the child has an opportunity to take time to pause and rest. This is because it may not be ideal to immediately move onto a reflection activity if the child is not ready or in a continued state of anxiety/anger. An example of this may be time with a senior leader or alone - reading a book.

- **Scenario B Reflection meeting with a Senior Leader:** When the child is the correct frame of mind to engage effectively, they will complete a Time to Reflect sheet with the senior leader. This allows the child and senior leader to work collaboratively on what didn't go so well and how their behaviour could improve
- **Repair Plan** – Before the child returns to class, a repair plan will be agreed between the senior leader and the child. This will set the expectations of how the child is expected to behave going forward. Depending on the needs/incident, the Repair Plan may include:
 - Suggestions for the child on what to do
 - Key adults they can go to for support
 - Follow up activities with senior leaders (eg report to them at the end of the day how they day has gone / what went well.
 - Additional intervention / guided groups from adults.
- **Behaviour Incident Form:** For every child at stage 3, the adult involved must complete a behaviour incident form. This is completed on the day. One copy is kept in the class behaviour folder and one copy is given to the headteacher which will be added onto MyConcern. This allows for patterns of behaviour across the school to be noticed.
- **Parents Notified:** Parents will be notified by the senior leader / class teacher by the end of the day.

3.5 Understanding the Child's Needs Matters

At Haslingfield Endowed Primary School we understand that each child is an individual. Whilst the **vast majority of children** will respond collaboratively with the three R's model above, for some children we recognise that there may be need for additional approaches. This may be because of a special educational need or because of personal experiences that have resulted in a traumatic episode (eg recent bereavement, safeguarding matters).

In these circumstances the school SENDCO will lead on seeking additional support from external professionals to help build and shape a behaviour management plan centred-around the child's individual needs, EHC Plan and/or development at that given time. This is called an Individual Behaviour Management Plan (IBMP) or an Emotional support plan and is shared with all members of staff so the support the child receives is consistent. It is the responsibility of the SENDCO to ensure this additional support plan is in place and that it is shared with the senior leadership team, staff and parents of the child involved.

Please note the school leadership team reserves the overarching decision making on implementing any individual behaviour plans that deviate away from those stated in this policy.

4. Bullying / Racial / Homophobic harassment

All incidents of bullying and harassment must be and will be taken seriously. An incident form should be completed including actions taken. Wherever appropriate, parents should be informed. Detailed confidential records are kept by the headteacher of all incidents. Incidents of prejudice related incidents (racism, LGBT+ phobic) will also be recorded on the PRIDE database (prejudice related incident data entry database). Please also see Anti- Bullying policies

5. Monitoring

All Incident / Concern forms are collated and a behaviour report run, at least annually. SLT will inform class teachers of children who are showing a pattern of difficult behaviours based on the data analysis.

6. Persistent Unacceptable Behaviour

If, despite following the 3R's stated in this policy, a child's behaviour does not improve, this is considered persistent unacceptable behaviour. This indicates increased analysis is needed to help understand why little improvement has been seen. The headteacher / Assistant Headteacher will call the child's parents to inform them that there are concerns around the behaviour of their child. A meeting date will be agreed to discuss the support plan going forward. In the interim period, strategies such as ABC logs, anxiety mapping, and classroom/playtime observations may be undertaken to gain an understanding of 'triggers' and where support strategies are needed.

7. Difficult Behaviour

Behaviour that is not dangerous but is still anti-social is difficult. Low level, difficult behaviour is managed by following the 3R's process (as model above). All staff will follow this; difficult behaviour is best managed by clear and consistent communication, which build on the relationships formed between the adults and children in school. Difficult behaviours can however escalate and develop in to a 'crisis'. If staff sense an escalation in difficult behaviour staff will use the **P.A.C.E.** approach in order to minimise and de-escalate a possible crisis.

P: playful engagement to distract and re-direct attention for the escalating child

A: accepting the behaviour and not escalating further

C: curiously enquire what is was that made the child feel that way so caused them distress/anxiety

E: empathise with the child and support them to empathise about the impact of their behaviour Incident / Concern Forms

8. Fixed-term and permanent exclusions

Only the headteacher has the authority to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the Local Education Authority (LEA) 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 child or extend the exclusion period made by the headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

9. Roles and Responsibilities

At our school, we strongly believe that every member of the school community has a part to play in enabling a child to do well at school and learn how to behave as a pro-social member of society.

9.2 The Role of the Child

It is the child's responsibility to adhere to the seven S.P.A.R.K.L.E. agreements. If support is needed (for example through implementation of any of the 3R's – Remind, Reflect, Restart) then the child is expected to engage positively and proactively.

9.3 The Role of the Parent

Parents have a vital role to play in their children's education. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to model appropriate behaviour. When the school applies a consequence for inappropriate behaviour we ask that parents should support the school. If the school has to use reasonable sanctions as a consequence for inappropriate behaviour, we ask that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If parents are dissatisfied with the response from the class teacher, or feel there are further questions to be answered, then they should contact the deputy headteacher. Following that, the headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

9.4 The Role of the Class Teacher

All class teachers have a responsibility to uphold the behaviour policy. Staff at Haslingfield Endowed Primary School are aware that good classroom organisation is key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Teachers at our school are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs and circumstances a child has and consider these when deciding the best course of action for inappropriate behaviour.

9.5 The Role of Learning coaches and Non-teaching Staff

All Learning Coaches and non-teaching staff have a responsibility to uphold the behaviour policy.

9.6 Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school positive behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

9.8 The Role of the Assistant Headteacher

The assistant headteacher (AHT) supports the headteacher in monitoring staff implementation of school's behaviour policy. The AHT offers advice and strategies to teachers and teaching assistants in managing the day-to-day behaviour of children across all phases of the school. Along with the headteacher, the AHT holds staff to account in how they implement their behaviour policy and is the first point-of-contact if support is needed.

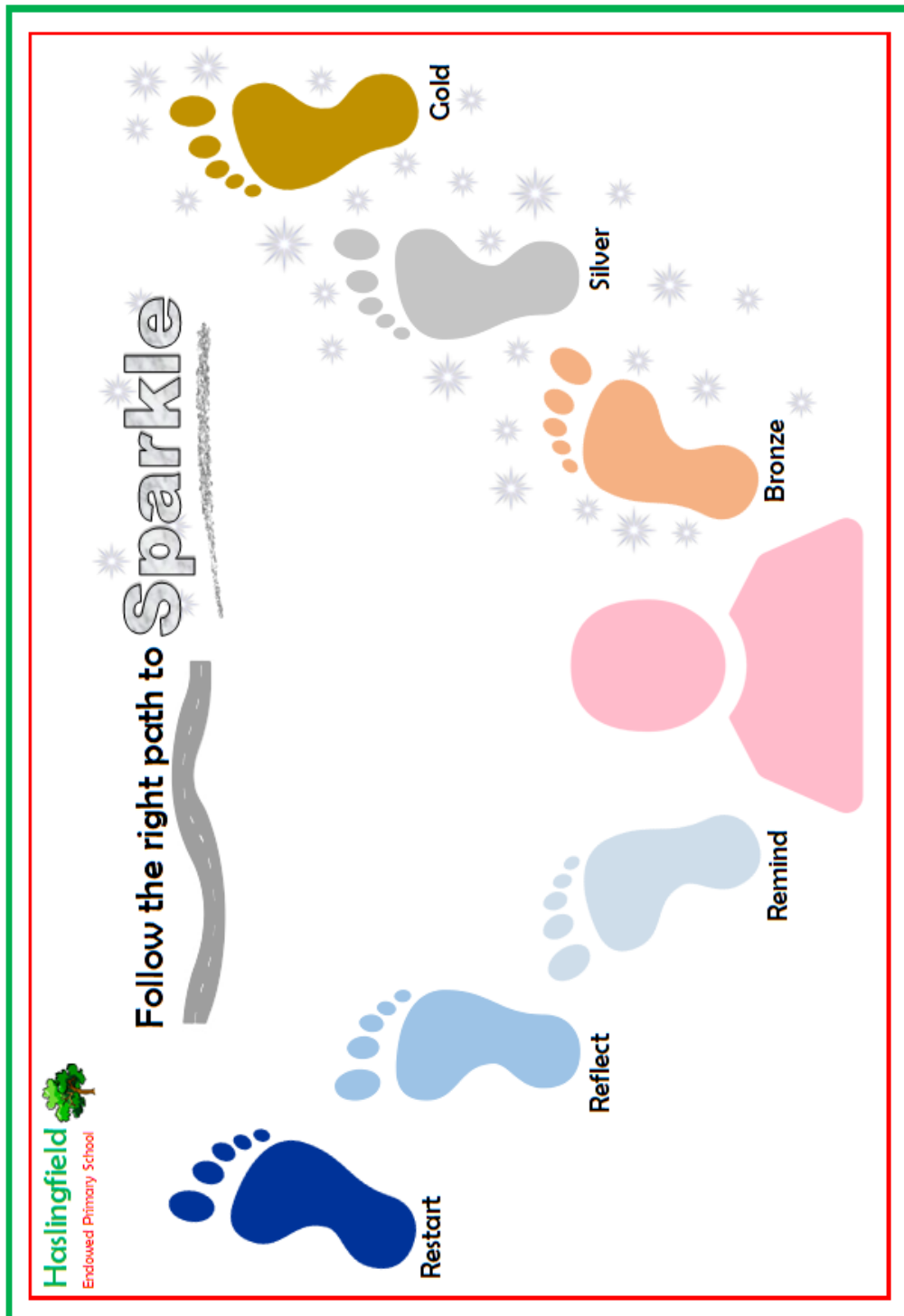
9.7 Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The school keeps records of all reported serious incidents and has the responsibility for giving fixed-term exclusions to individual children.

Appendices

Appendix 1

Behaviour management poster





Time to reflect

Name:

Date:

I am reflecting on my behaviour choices for ...

<input type="checkbox"/> Safety Such as not keeping myself and others safe.	<input type="checkbox"/> Perseverance Such as giving up too easily	<input type="checkbox"/> Aspiration Such as not aiming to be the best I can be.	<input type="checkbox"/> Respect Such as not showing a good attitude to people and objects.
<input type="checkbox"/> Kindness Such as hurting or making others sad.	<input type="checkbox"/> Loyalty Such as giving up on others, not trusting them or letting them down...	<input type="checkbox"/> Equality Such as not welcoming or showing care for difference and diversity.	



How were you feeling?

1. What happened?
How did this not follow the S.P.A.R.K.L.E. agreements?

2. What could help you do better next time?

Appendix 3

Behaviour Incident Form



Behaviour Incident Record

Keep this copy in your class behaviour folder and give a photocopy to the Headteacher

Perpetrator		Victim	
Name:		Name:	
Class:	Year Group:	Class:	Year Group:
<input type="checkbox"/> Parent Called By:		<input type="checkbox"/> Parent Called By:	
Time of Incident: Initials of staff member involved: <input type="checkbox"/> First aid required <input type="checkbox"/> Class teacher informed <input type="checkbox"/> Time to reflect completed <input type="checkbox"/> Prejudice Related Incident <input type="checkbox"/> DSL recorded on PRfE Date: <input type="checkbox"/> Safeguarding matter (see MyConcern log) <input type="checkbox"/> Possible need of Bullying-Policy to be implemented		Other children involved / witnesses <i>(if necessary)</i>	
Behaviours <input type="checkbox"/> Play fighting <input type="checkbox"/> Property damage <input type="checkbox"/> Inappropriate behaviour <input type="checkbox"/> Throwing objects <input type="checkbox"/> Swearing <input type="checkbox"/> Name calling <input type="checkbox"/> Violence		<input type="checkbox"/> Racism <input type="checkbox"/> Defiance/rudeness <input type="checkbox"/> Excluding/ignoring <input type="checkbox"/> Absconding <input type="checkbox"/> Unsafe behaviour <input type="checkbox"/> Teasing <input type="checkbox"/> Homophobic abuse	Location <input type="checkbox"/> Classroom <input type="checkbox"/> Lunch Hall <input type="checkbox"/> Playground <input type="checkbox"/> Toilets <input type="checkbox"/> Corridor / cloakroom <input type="checkbox"/> EYFS / KS1 outdoor area <input type="checkbox"/> Other:
Antecedent – <i>What was happening directly before the incident</i>			
Behaviour Incident			
Consequences, if any? – <i>How was this dealt with and by who? (see behaviour policy for guide)</i>			
Reflections? – <i>What was the child's needs? What could support them in the future?</i>			
PRINT STAFF NAME:	STAFF SIGNATURE:	DATE OF COMPLETION:	

Appendix 4

ABC Log



Antecedent-Behavior-Consequence Log (ABC Log)

Instructions: Record objective information under the corresponding column for the antecedent, behavior, consequence, and the child's response to the consequence. This information should be recorded for any disruptive behavior occurring during the session/day. Descriptions should be kept brief and objective.

Child:

Class:

Year Group:

Date/Initials Setting	A	B	C	Child's response Upon receiving the consequence: how did the child respond?
	Antecedent Description of the environment and what occurred prior to the behavior	Behavior What the child did or said and how long the behavior lasted	Consequence What the responder did immediately following the behavior or how the environment changed	