

The Harrowby / National Academies Trust

“Aim High BELIEVE, Fly High ACHIEVE”

Positive Behaviour Policy



Trust

“Those who trust in the Lord will become strong again. They will be able to rise up and soar like an eagle in the sky.”
Isaiah 40 v31

Friendship

“A friend loves at all times and is always there to help.”
Proverbs 17 v17

Forgiveness

“Be kind, be humble, gentle and patient. Forgive each other.”
Colossians 3 v13

Wisdom

“Listen to advice and accept correction. Then in the end you will be wise.”
Proverbs 19 v20

Endurance

“I can do all things through Christ because he gives me strength.”
Philippians 4 v13

Peace

“The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.”
Galatians 5 v22-23

Date of Review	February 2021
Date of Next Review:	Spring 2023

Harrowby/National Academies Trust Positive Behaviour Policy

Everyone in the Academies Trust is expected to live by the Christian Values that give our school community a firm foundation on which we build our relationships with one another. We behave in accordance with our Christian Values and use the UNICEF rights of the child and Restorative Approaches to further support positive behaviours.

Friendship /Peace/ Wisdom/ Endurance/ Trust/ Forgiveness

We are expected to behave in a responsible manner towards one another. We show care, consideration, courtesy, respect and tolerance for other people at all times.

The Trust is an accredited UNICEF Rights Respecting School (RRS) which promotes a positive ethos and effective learning. Displayed clearly in each classroom' to emphasis our whole school approach to behaviour' is the classroom charter.

The Trust is a Restorative Approaches school, enabling staff and pupils to take responsibility for the harm they have caused others and, through discussion supported by a facilitator, allow harm to be repaired and relationships mended. The Restorative Approach enables pupils to own their behaviour and it is believed, over time, this will improve behaviour choices made by all members of the school community.

The positive behaviour policy will:

- Promote respect and tolerance for each other and the school.
- Help pupils towards an understanding of what is right and wrong.
- Support everyone in forming good relationships with adults and peers.

Pupils and staff will understand their rights and the respect that is attached to those rights.

Pupils and staff will have high expectations of their own and others' behaviour.

Pupils and staff will respect and support each other thus demonstrating responsibility for others.

Pupils and staff will show respect for the school environment and equipment.

Pupils and staff will consider the safety of everyone.

Pupils and staff will respect and support the learning of others.

Pupils and staff will be listened to and listen to others.

Pupils and staff will recognise the equal value of all and value differences.

Pupils and staff will treat all in a respectful, considerate and courteous way.

Pupils and staff will expect good behaviour to be acknowledged and warnings given to deter poor behaviour choices.

Practice and Procedures

Rewarding positive behaviour

Positive behaviour is based on the UNICEF Charter of Children's Rights and the respect that is engendered by them. This principle permeates all aspects of school life as follows:

- Each class generates its own Charter of Rights and has an understanding that these rights should be respected by all.
- All the children and adults agree and sign up to their Class Charter thus showing respect for its principles.
- There are also Charters for public areas such as toilets, dining hall, corridors and playgrounds. These have been created by the School Council.
- These Charters are prominently displayed around the school.

The aims and objectives of the Positive Behaviour Policy are further supported by promoting our Christian Values in all aspects of school life. See below for outline regarding rewards at KS1 and KS2.

Praise and encouragement are fundamental to promoting positive behaviour. They are used at every opportunity.

Class teachers, with the support of all adults in school, and pupils discuss these rules at the beginning of each academic year to ensure a shared understanding of what the Christian Values mean and how they relate to life in school. They are also permanently displayed in classrooms and around the school as well as forming the basis of whole school worship over the year. They are used to remind pupils of our expectations. Praise should be linked to the pupils following the Christian values and inappropriate behaviour should be dealt with by relating it to not adhering to the UNICEF Rights of a Child and not showing Christian Values. Restorative approaches will be used to unpick harm caused towards others and promote respectful relationships.

Expectations

Pupils will:

- Follow the UNICEF Rights of a child and the Christian Values.

- Speak to an adult they trust if there is anything which is worrying them or stopping their learning.

School staff will:

- Model the school's core values at all times and take responsibility for pupils' behaviour.
- Provide a relevant curriculum and interesting lessons with appropriate challenge/support.
- Create a stimulating learning environment.
- Ensure that behaviour management techniques and language employed are positive e.g. Focusing on praising pupils rather than disproportionately pointing out inappropriate behaviour or handing out consequences.
- Develop good relationships with parents/carers and inform them of any concerns regarding behaviour as they arise.
- Apply the strategies, outlined in the schools positive behaviour policy, consistently and fairly at all times
- Seek out support of additional adults where appropriate and in good time.
- Facilitate Restorative Approaches solutions where necessary.

Parent/Carers will

- Foster good relationships with the Trust and support and respect the core values and ethos across both school sites.
- Support the Trust in the implementation of the Positive Behaviour Policy.
- Discuss with their children what types of behaviour are appropriate in different situations.
- Encourage self-discipline within their children.
- Inform the Trust of any changes to their child's home situation which may impact on the child's behaviour.
- Treat Trust staff, other Parents/Carers and pupils with respect at all times.

Parental involvement with all aspects of their child's school life is of utmost importance. If there is a problem with their child's behaviour, parents will be informed and consulted at all stages and their advice sought. The Trust seeks the co-operation and support of parents in their children's education and this applies to matters of discipline too. Close contact with The Trust always promotes a positive working relationship.

Trustees will

- Support and monitor the implementation of this policy.
- Be fully informed on matters concerning behaviour.
- Regularly monitor incidents and actions taken to be aware of the effectiveness of this policy.

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- Receive regular updates and training regarding successful strategies and practice.

Positive behaviour management rewards

Children's achievements, academic or otherwise will be recognised.

HARROWBY INFANT SCHOOL

The emphasis is on rewards to reinforce good behaviour, rather than on failures. Rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. The children collect 'Good to be green stickers' throughout the week for positive behaviour, good work and effort. Each child has a card and when 25 are achieved a reward is given in Celebration Worship on Friday. Prizes are subsequently awarded for 50, 75, 100, 125 and 150 stickers. Over 200 will be awarded with different coloured badges. Recognition of some rewards are presented and/or celebrated publicly during 'Celebration Worship' each Friday. Children receive a 'Star of the week' certificate to take home. The 'Stars of the week' from each class are photographed and displayed on a special board in the corridor alongside their certificate. They are also published on each class Tapestry page. We have also introduced a 'Runner of the week' to promote positive participation in the Daily Mile. Each class teacher will choose one child each week to receive a certificate. This will be published on each class Tapestry page.

Golden time is awarded each Friday for good behaviour and positive attitudes to their work. The children choose from a range of activities in the classroom.

NATIONAL JUNIOR SCHOOL

The emphasis is on verbal praise and whole class rewards to reinforce good behaviour, rather than on sanctions for poor behaviour choices. Thank you and verbal praise aid intrinsic motivation helping children to see that good behaviour is valued.

- 97%+ and 100% attendance awards to class and individuals
- House points
- Friday worship – children given certificates to publicly recognise their achievements to be publicly commended
- Bronze, Silver and Gold achievement certificates to be awarded at the end of term based on the Christian value of the term

- Children will be encouraged to share their achievements with a member of staff, their parents and other children
- Examples of good work to be displayed in classrooms and corridor display boards

The aims and objectives of the Positive Behaviour Policy generate a responsibility for all staff and children to model positive behaviour conducive to learning. This is further supported by our Anti-bullying Policy.

Positive behaviour management consequences

Inappropriate behaviour will result in a series of warnings designed to support the aims of positive behaviour management. Positive behaviour management intrinsic rewards and whole class motivational rewards will always be employed initially.

The child is at the centre of everything we do and positivity is used to support all pupils.

However it is recognised that consequences may also be required.

A series of warnings will be given to children who do not follow the instructions of adults, whilst consistently using 'thank you' to promote the positivity we desire. We continuously work with pupils through class charters and discussion with council groups on classroom behaviours and lunchtime and playtime behaviours. The warnings and clarity, 'I will be fair on you', will remain the focus throughout.

If a child receives 2 warnings they will be moved away from the group for 5 mins, then back to their seat. 3 warnings will result in working away from the group for the rest of the session. 4 warnings will see the child moved to another class for 15 mins and a 10 min reflection at lunchtime. A 5th warning is out of class for the rest of the session and parents will be informed.

These warnings are being collated and monitored by leadership.

If a child receives 15 warnings or gets 'to 5' twice in a week the class teacher will complete the FBA form which will inform further support needed.

The Trust has a zero tolerance of physical aggression to others. Any incidents will be dealt with by leadership.

The Trust has a zero tolerance of swearing (either verbal or through gestures). Any incidents will result in an after school detention (on a day agreed between the school

and parents/carers). This would usually be 30 minutes but again should be agreed between the school and parents/carers.

Internal exclusions (Key Stage 2)

1. Internal exclusions will take place outside the year group (probably with a Year Group Lead) for a period of time agreed with SLT.
2. Class teachers will be responsible for providing work for internally secluded children.
3. Parents will be informed of any internal exclusions.
4. In extreme circumstances it may be necessary to provide internal seclusion with SLT in the Head of School's office.

Supporting Staff

- All staff are issued with a copy of the Positive Behaviour Policy in order to promote continuity and consistency.
- SLT support staff in a variety of ways e.g. dealing with significant incidents and ensuring the implementation of the policy.
- All staff are Team Teach Trained. The safety of all our school community is paramount, particularly safeguarding children.

As always many factors have a part to play and staff should consider their own practice.

- ensuring that unacceptable behaviour is not arising from an inappropriate level of work.
- staff to be well prepared for all lessons.
- good classroom organisation and structures help support children who have difficulty managing their own work time.
- clearly defined guidelines and boundaries.
- high expectations.
- quick response to acceptable behaviour.
- Ensure there are more positive than negative comments. Make at least ten positive comments to a class/individual before making a negative comment.
- Flexibility of approach and variety of strategies when appropriate.

Children with specific behavioral needs:

We recognise that some pupils have specific needs with regard to their behaviour. For these identified children, the system may be, and often should be, altered and adapted

to meet their needs. The SENDCo should be consulted and will support class teachers with this.

Keeping records

Weekly class 'warning sheets' are completed by the class teacher, any child who reaches trigger point will have the FBA form completed for them, this will then be stored electronically in a central location.

Exceptional circumstances and extremely challenging behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents /carers, to draw up a pastoral support plan.
- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support.
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans/Wave 2 intervention and targets with appropriate rewards.
- Extra training for staff.
- Application for a TAC to be initiated when appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.
- Use of community room at lunchtime, (Key Stage 2).

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Positive Handling Policy.

In addition the school agrees that:

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- Members of the Senior Leadership Team are available to help in a crisis. The Duty timetable is posted in the staff room (Key Stage 2).
- Assistant Headteachers/Headteacher /Head of School and staff trained in Team Teach are available to help in a crisis.

If a child leaves the school premises without permission the Executive Headteacher or Head of School Is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

Phoning or sending a child for help from other staff

Issuing instructions for the child to stop, clearly using their name

Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical Restraint in line with Team Teach practice.

If necessary taking the class out of the room leaving the child with an adult if possible

Reassuring the class afterwards

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force (in line with Team Teach training) will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents / carers will need to receive an honest report of any incident including concerns raised.

Exclusion

The school follows the DfE guidance, copies available from the Executive Headteacher and Head of School. The Executive Headteacher and Head of School can exclude a pupil from school.

Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

the pupil seriously breaches the school Positive Behaviour Policy in a violent way;

a range of alternative strategies have been tried and failed;

allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff. Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

- Before reaching a decision the Executive Headteacher/Head of School will:

Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.

- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- consult others if necessary.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE guidance. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at another location/ school.

This policy will be reviewed biennially.