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Positive Behaviour Management Policy

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| Date: | June 2015 |
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| Date: | June 2015 |

Our Vision

Our vision is to create the best possible environment in which to stimulate the personal and social growth of the children in our school, whilst promoting high quality teaching and learning. This is to be achieved through our Rainbow Values and our vision to be an 'EPICentre of Outstanding Learning'

At the EPICentre of our school are our core values (colours of the Rainbow) and learning behaviours that underpin everything we strive to achieve together.

The governing board of our school make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at our school.

The Staff and Governing Board of Exminster Community Primary School recognises its' collective responsibility to safeguard and protect the welfare of children and young people in accordance with its statutory responsibility under Section 175 of the Education Act 2002 and where appropriate under the Children Acts.



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Rationale

At Exminster we believe children need a positive and supportive ethos to encourage them to thrive. Our behaviour policy builds on the behaviour principles set out by the Governing Board which are ones of creating positive relationships between all stake holders in our school community.

At Exminster we aim to create a welcoming, safe and caring environment, where all relationships are based on kindness. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support, model and encourage the positive behaviour of their child throughout their time at the school.

We believe by working together we can achieve behaviour, which impacts positively on every child's learning experience, happiness and well-being.

Aims

1. To promote positive behaviour in and out of school; which enables children to make positive choices.
2. Provide a framework of expectations of behaviour within the school community.
3. Encourage a shared responsibility between home and school for the positive management and modelling of good behaviour.
4. Provide a clear structure for rewards and sanctions to manage behaviour consistently across the school.
5. Enable children to access the curriculum and feel secure in the school environment.

Expectations and shared responsibility

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Exminster how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Exminster have a responsibility for behaviour. They need, wherever possible, to support our "no shouting and no intimidation" culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the



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matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's class teacher, a note explaining the incident and actions taken should be given to the class teacher for their records.

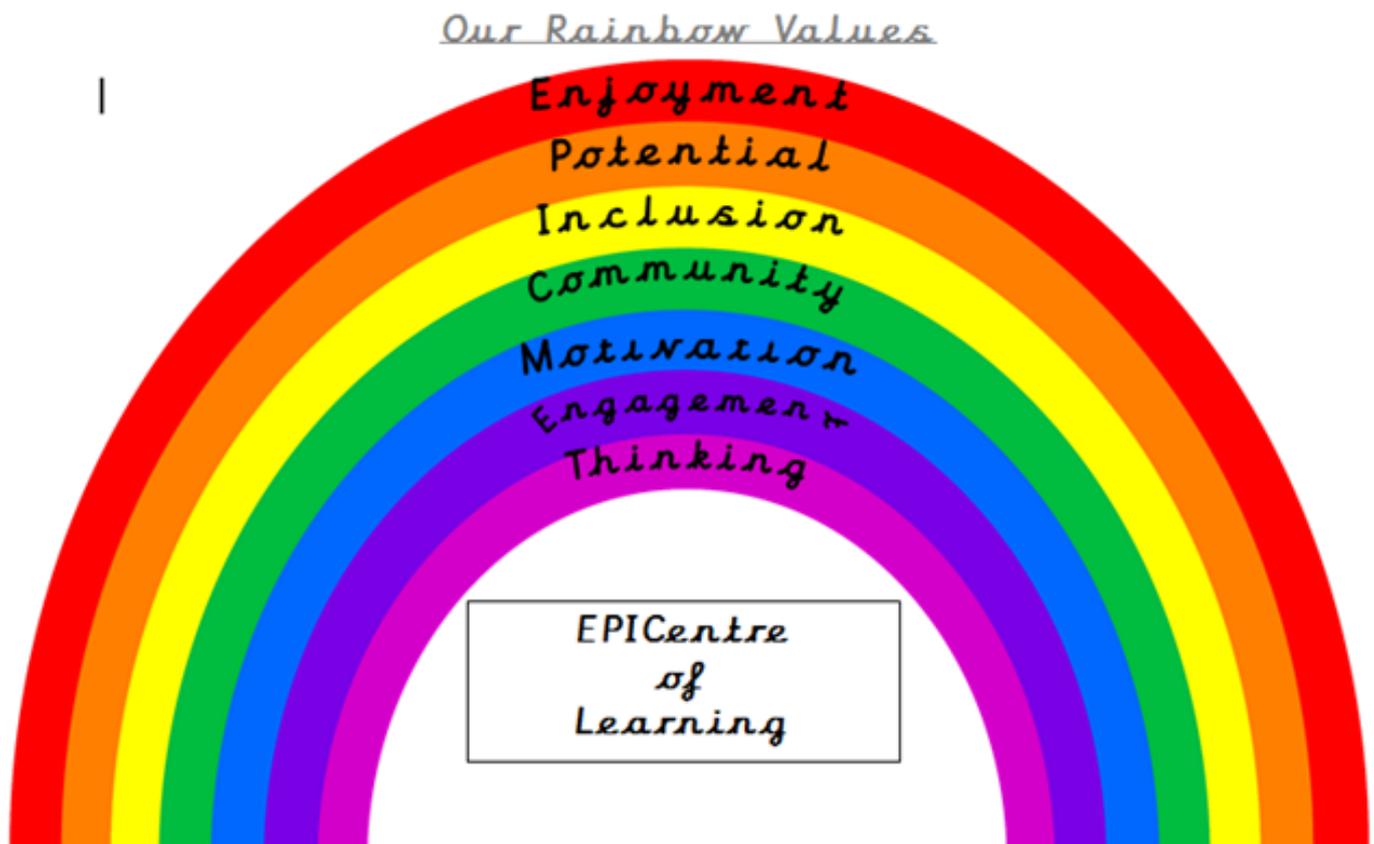
All supply teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations. This is shared through the Home/School Agreement.

Rainbow Values

We expect all children at Exminster to follow the behaviours which are captured in the school's Rainbow Values.

What should children at Exminster aim to share with each other:



Positive Praise

At Exminster we believe children need a positive and supportive ethos to encourage them to thrive. Our policy is one of creating positive relationships between all stake holders. We are committed to intrinsic rather than extrinsic reward systems. As well as modelling good behaviour teachers and all adults working within the school actively encourage and praise positive caring behaviour which in turn helps to promote a happy secure school environment. Children are also, within class circle time or



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School Learning Team meetings, given opportunities and openly encouraged to support each other in this process of personal growth and learning. Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, teachers will celebrate such noteworthy behaviour across classes and with significant adults in the child's life. This can include previous teachers, the head and especially parents and guardians.

We reinforce the positive ethos of praise, trust and shared responsibility through our Home / School Agreement. This was designed as a direct result of discussions with staff, governors, parents and, through the School Learning Team, the children.

Strategies for promoting positive behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.



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Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.



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Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact
- Your position on the mood elevator (See Appendix 5). If you are low down on the mood elevator you will not be in a positive position to deal with the situation.

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Positive Rewards

The various positive strategies we have adopted are all centred round the Rainbow Values as detailed above and in the Home / School Agreement. These positive re-inforcers include:

1. Positive praise – Each class will have a designated significant adult with whom they can celebrate examples of children's work, which support the Rainbow Values.
2. Together time – examples of exemplary behaviour are shared and celebrated with the whole school.
3. Each class will have a Wow and Ow board in their class which will be used to display examples of work, which support the Rainbow Values.
4. A Friendship Seat for children to use when lonely or upset and in need of a friend will be in place in the playground.
5. Play Buddies drawn from the oldest children who will support the younger ones in making positive decisions.
6. Lunch Time Buddies to sit with and support the youngest children.
7. Open discussion about the nature of disabilities and ways in which the school can be more inclusive.
8. MTAs / Playleaders trained in Huff and Puff techniques to lead children in positive play.
9. Opportunities for children's views to be heard via class circle time, school learning team meetings and weekly Together Time.
10. A major investment by the Governors, School Association and local Community in the school environment in order to create as wide a range as possible of positive play experiences.
11. The teaching of positive strategies for conflict resolution e.g. being Safe, Strong and Free through our SEAL programme.



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Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

We have divided inappropriate behaviour into three categories. Examples are as follows:-

Low level - This is day-to-day classroom behaviour that would be handled by the class teacher, LSAs and MTAs.

Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.

Medium level - This is behaviour that could lead to involvement of your designated senior teacher (See Appendix 1 – table of designated senior teachers). Examples would be: continually behaving in any of the above ways and/or drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing.

High level - This is serious behaviour that would lead to involvement of the Headteacher or deputy Headteacher and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways and/or violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.

Appendix 2 shows a flow chart of how staff at Exminster School will deal with behaviour issues. It shows examples of behaviour, the consequences for it and examples of ways the school will support the child.



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Designated Senior Teacher

When a child reaches Step 2 on the flow diagram (Appendix 2) and is sent to a designated senior teacher they will complete a reflection sheet appropriate to their age (Key Stage One Appendix 3, Key Stage Two Appendix 4). On return to class the class teacher will take the next opportunity of time to sit with the child and go through the reflection sheet with them in a coaching style, trying to get the children to answer the questions and come to a conclusion themselves.

New day – new start!

It is important to us that every day is a new day, a new chance to do well. children know that they have another opportunity to make good choices.

Behaviour at playtime and lunch time

Following our 'Rainbow Values', we expect our children to behave well at all times – both in the building and outside in the playground.

Positive Praise

We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. Children who use indoor voices and are kind, helpful and polite in the dining room, will be praised whenever possible by the MTA's.

Children who make good choices in the playground will be praised by the MTA's and for continuous and notable things they will tell the child's class teacher at the end of lunchtime.

Consequences

As with classroom behaviour, playtime behaviour can be categorised and the most appropriate consequence will be given to children who break any of the school rules.

All children should be given a Verbal Reminder before any consequence is issued, if a child refuses to listen to the Verbal Reminder given and continues behaving in an inappropriate manner, then a consequences will be given in accordance to the type of behaviour displayed.

Eg of low level playground behaviour – Examples would be: Not sharing, taking turns or low level name calling.

Consequences – Verbal Reminder, reminding to the children how they should behave and your expectation.

Eg of medium playground behaviour – Examples would be: continually behaving in any of the above ways and/or not following instructions, spitting, throwing equipment, entering the school building without permission, play fighting/rough play.

Consequences – Time out bench – talk to child about their behaviour before they leave the bench. This will be reported to the class teacher when lunchtime finishes.

Eg of high level playground behaviour – Examples would be: continually behaving in any of the above ways and/or swearing, fighting, deliberately breaking equipment and inappropriate use of the toilet.

Consequences – The child will be taken inside to meet the member of the SLT on duty.



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Inclusive Behaviour Management

It is recognised that for children with special educational needs there may be a need to use other systems not outlined in this behaviour policy. These may be recommended/agreed by the SENCo, SLT or outside agencies.

Confiscation of child's property

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this , distracts child's attention from learning, promotes inappropriate behaviour or is perceived by a class teacher as being dangerous, will be confiscated.

Under the general power to discipline (see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details) a member of staff is able to confiscate, retain or dispose of a child's property. All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent / carer. Items which are deemed to be dangerous may be kept by the Headteacher for further investigation.

Exclusions

Internal exclusion

At Exminster, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in her absence the Deputy Headteacher, can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Headteacher or Deputy Headteacher.

Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Devon County Councils guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.



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Monitoring of Behaviour

The behaviour team, made up of the Deputy Head, Thrive Practitioner, and a Senior Teacher from each Key Stage will meet fortnightly, or earlier if required to discuss any possible behaviour issues and actions that will be taken forward.