



POSITIVE BEHAVIOUR POLICY

Date: January 2024

Review Date: January 2025

Chair of FGB: Simon Richards

Revision Record

	Date	Written by	Approved by	Comments
1	January 2024	KS	FGB	New Policy

Haylands Positive Behaviour Policy

Policy Aims:

- To outline our behaviour aims for our school community;
- To provide a clear and consistent approach to behaviour which supports children's wellbeing and behaviour;
- To summarise roles and responsibilities;
- To outline our behaviour expectations, including break time rules;
- To outline our system of rewards and sanctions;
- To outline specific examples of behaviour situations;
- To summarise staff training staff related to positive behaviour;
- To make explicit links to statutory requirements and related policies.

Our Behaviour Aims:

Through respect for the well-being of others we aim to provide a safe, secure and peaceful community in which children and staff can work and grow; free from bullying, intimidation or discrimination. At Haylands, we adopt a positive approach to behaviour. We use positive language, encouragement and rewards for good behaviour and a clear, consistent approach for addressing behaviour which does not meet expectations.

This policy sets out rules and procedures that recognise the collective responsibility of staff, children, families and Governors in securing an environment in which children are motivated to behave well and which reflects our belief that all children have the right to access high quality, inclusive teaching.

Approach to Behaviour:

- All adults build and model positive, respectful and courteous relationships with both adults and children;
- We teach all children our expectations to make sure that everyone has a clear understanding;
- We uphold our expectations consistently, using praise and rewards appropriately to celebrate and motivate whilst providing consequences for behaviour which does not meet expectations;
- We use a shared positive language eg 'We are respectful' and 'We walk';
- We teach well-planned lessons which engage;
- All staff are trained in MAYBO positive handling and de-escalation strategies;
- We ensure that our PSHE lessons support children to provide them with the tools they need to become responsible and considerate members of the community;
- We provide children with opportunities to take on responsibilities through roles such as anti-bullying ambassadors and members of the school council.

Roles and Responsibilities:

The Governors are responsible for reviewing this behaviour policy in conjunction with the headteacher, monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that our school environment encourages positive behaviour and that all staff respond to behaviour consistently. The Headteacher will decide on an appropriate sanction when there is a serious breach of the behaviour policy. A serious breach of the behaviour policy could lead to a fixed term or a permanent exclusion.

The Senior Leadership Team (SLT) are responsible (alongside the Headteacher) to review and support the

consistent implementation of this positive behaviour for learning policy and in monitoring and measuring its impact and effectiveness and supporting staff when children reach R3 below. The SLT will ensure that serious incidents are tracked, recorded and followed up appropriately.

All members of staff take collective responsibility for consistently and fairly implementing the agreed Positive Behaviour for Learning Policy: for following the approaches and procedures outlined in this policy and following individual behaviour plans.

Families are expected to support their child in meeting the school's behaviour expectations; inform the school of any changes in circumstances or issues which may affect their child's behaviour and to discuss any concerns they have about behaviour with their child's class teacher promptly.

Our Behaviour Expectations:

Our expectations are defined by our core values:

CARE - COOPERATION - RESPECT - IMAGINATION - PERSEVERANCE - ASPIRATION - ENTHUSIASM - INDEPENDENCE

Care: Our children and community are encouraged to help and care for everyone

Children can show they care by: showing kindness and patience to everyone; including others in play or learning and sharing resources; supporting others who may be upset or unhappy; demonstrating empathy, kindness, compassion and support.

Co-operation: Our Dimensions curriculum encourages and supports co-operation so that children are able to work together and support each other

Children can show cooperation through: collaborating, communicating positively and effective teamwork.

Respect: Our school recognises and actively encourages and teaches respect for all, underpinned by our inclusive values which embrace all equally.

Children can show respect by: listening to others when they are speaking; following instructions the first time; following rules; taking care of resources including the school building; accepting differences and expressing different viewpoints politely.

Imagination: Our engaging learning experiences help children to use their imagination and think creatively.

Children can develop their imaginations by: participating in engaging and immersive lessons; reading a wide range of books in English lessons, library time, story time and book club; and taking part in drama based activities.

Perseverance: Our school recognises and encourages perseverance, underpinned by our growth mindset approach

Children can develop their perseverance by: never giving up; believing they can achieve; understanding that it's ok to make a mistake because that's how we learn; knowing that to be able to do something takes work and practice.

Aspiration: Our children are encouraged to believe in themselves and think about what goals they want to achieve, underpinned by our wider curriculum and experiences

Children can show aspiration by: celebrating their success outside of school in assembly; participating in school trips and experiences that challenge and inspire them.

Enthusiasm: Our positive learning experiences engage and enrich so that children are committed to and enthusiastic about learning.

Children can show enthusiasm for learning by: showing the qualities of being a standout learner; listening to others when they are speaking without interruption; contributing thoughtfully to discussions; working hard to take on new learning; recording with care and responding thoughtfully to feedback.

Independence: Our children are supported to become independent, social citizens through our roles and responsibilities in school

Children can show independence in: their learning in class; taking on a role in school such as school council, eco-warrior, hall helper to name a few; being organised with their school equipment and using their initiative.

YES TO	NO TO
<ul style="list-style-type: none">● Safe games which friends and others enjoy● Looking after equipment, playing with things safely● Having fun● Being a good friend● Including people who may be left out● Reading, drawing, writing or talking quietly when it is indoor break (games at lunchtime only)	<ul style="list-style-type: none">● Any rough play, dares, pretend fighting or physical contact games● Entering areas that are out of bounds● Unkind behaviour that hurts or upsets others● Playing after the bell has rung● Being indoors without permission● Football

Break/Lunch Time Rules:

Rewards and Sanctions:

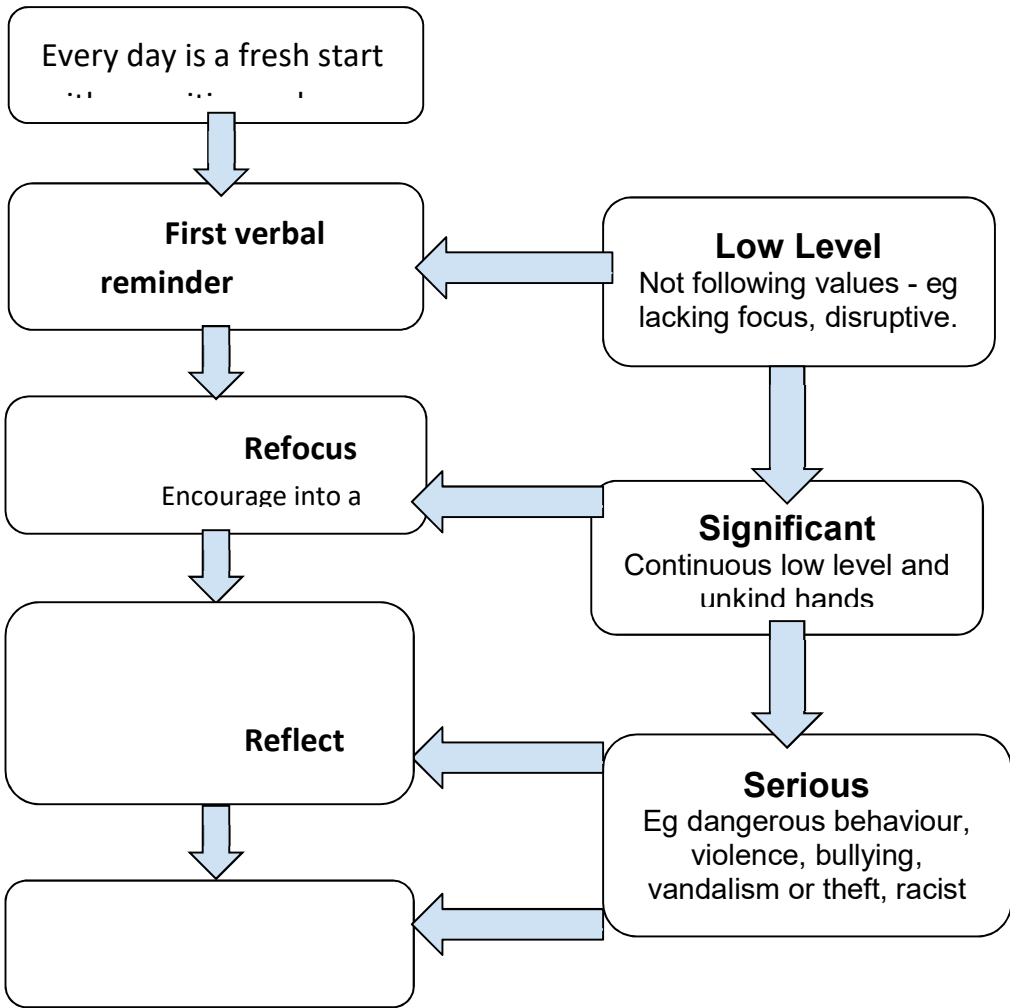
Our Rewards:

Our positive approach to behaviour for learning aims to motivate children to behave well and to value a safe and positive learning environment where all children have the right to learn. Rewards include:

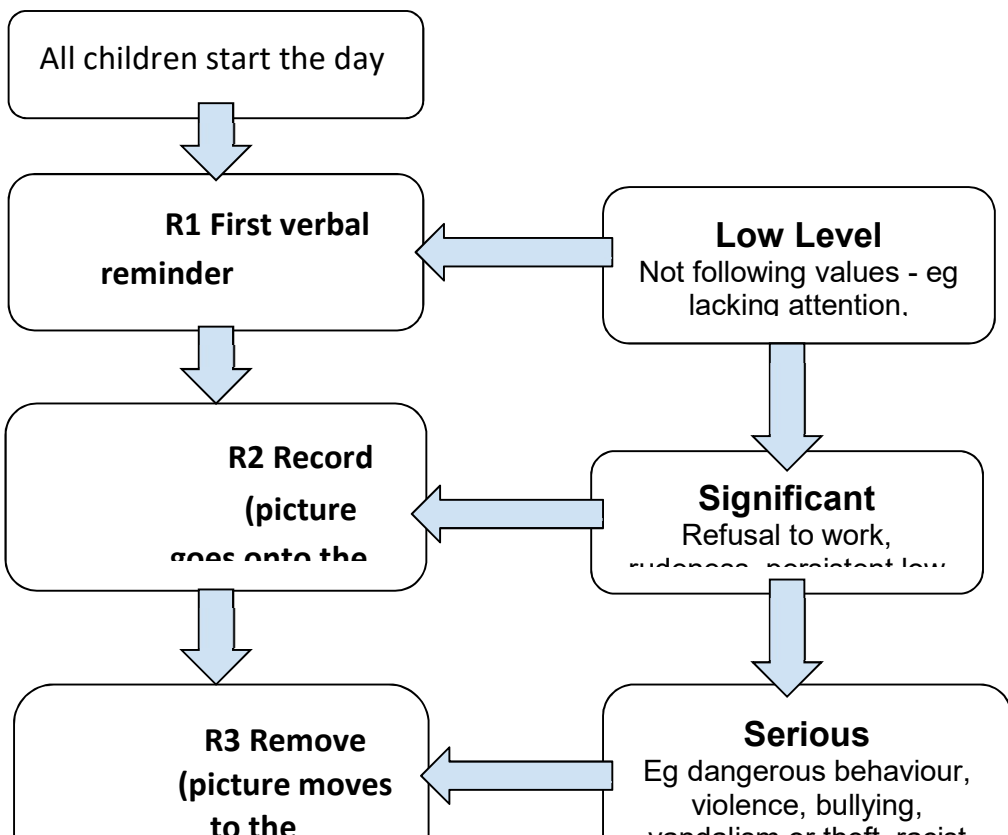
- Verbally praising children’s positive behaviour which is showing our core values;
- Recognising and celebrating children’s achievements and contributions through the award of positive stickers and certificates in celebration assembly
- Awarding ‘Dojos’ for meeting our values and expectations, these also count as house points
 - ★ 25 dojos earns a bronze badge
 - ★ 50 dojos earns a silver badge
 - ★ 100 dojos earns a gold badge
 - ★ The house that earns the most house points each week gets an extra piece of equipment for their break time play box, the house with the most points at the end of the year will receive a reward
- Class rewards as chosen and agreed by class teachers
- Marking and responding to children’s work in a positive and encouraging way

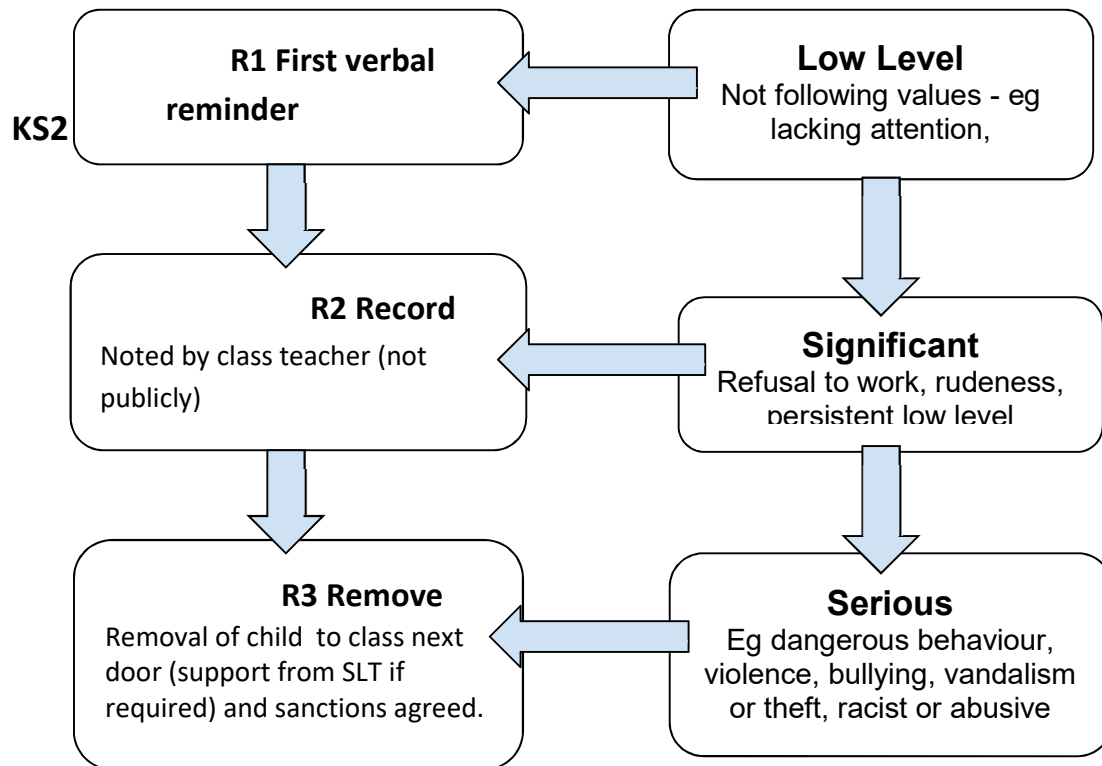
Our Sanctions:

EYFS



KS1





Break and Lunchtime Sanctions:

We enforce a 'Time out' system on the playground. Stage 1 will be a verbal reminder. Stage 2 'Time out' will lead to the child spending their time shadowing the member of staff who addressed the poor behaviour, for an amount of time deemed appropriate by that member of staff.

Stage 3 'Time out' will lead to the child being brought to a member of the SLT, the member of staff who issues a stage 3 will inform that child's class teacher at the end of the break/lunch time play and the class teacher will inform parents. If a child's behaviour is persistently unacceptable during morning or lunch play, then play times may be removed for a period of time.

Reparation:

When a pupil has reached an R3 they will be expected to give back the time they have lost in their learning due to being removed from the class. This will be given back in either their break or lunchtime or after school. This will be decided by the class teacher or SLT. If a pupil is to give back time lost after school, parents will be informed on the day.

The Restorative Approach:

We adopt the principles of 'The Restorative Approach'; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming

to understand the harm that has been caused to all parties.

The 5 stages are:

1. **What happened?** Drawing out each person's story one at a time.
2. **What do you think and feel about that?** What each person was thinking at the time, before and since.
3. **Who has been affected and how?** Who has been harmed/affected and how?
4. **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
5. **What agreement can we reach about the future?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

Supporting Children with SEND:

The school recognises that some children face significant barriers to meeting our behaviour expectations and recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, our approach to behaviours of concern may be adapted to meet specific needs. The SENCO will ensure that all staff are aware of procedures/behaviour plans that are linked to specific children who have individual risk assessments for behaviour.

Persistent behaviour concerns:

Where children are persistently showing behaviour which falls below our expectations, a behaviour plan will be designed to support the child in meeting expectations. This will be agreed by the class teacher, a member of the SLT, families and the child. If bullying has been identified, the anti-bullying policy will be followed.

Exclusion:

This sanction is only used in very serious circumstances, where the education or well-being of children at the school is at risk due to the behaviour of a child. This may be an internal exclusion or, in the most serious circumstances, external exclusion. Where behaviour impacts to the point where external exclusion is the next step, the Headteacher may consider a change of class for that child. The use of this sanction is carried out in accordance with the Isle of Wight County Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Lunchtime debarment:

Haylands Primary School reserves the right to exclude a child from the premises for the lunchtime break. Families will be given notice that this sanction may be employed if the behaviour of their child continues to place other children or staff at risk.

Referrals to other agencies:

Where appropriate, the school may seek advice and support from other outside agencies. These may include

the Education Psychology Service, Children's Services, School Health, Child and Family Guidance and the Primary Behaviour Service. Families will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

Specific Behaviour Sanctions:

Offsite Behaviour:

Off-site behaviour sanctions may be applied where a pupil has shown behaviours of concern off-site when representing the school, such as on a school trip. Whenever a child is wearing their school uniform, they are representing our school. Sanctions may also be applied where pupils are being abusive or bullying others over social media.

Confiscation:

Dangerous and prohibited items will be confiscated by school and returned to families after discussion. The DfE guidance on searching, screening and confiscation will be followed.

Physical Restraint:

Staff may use reasonable force to restrain a child in exceptional circumstances to prevent them from:

- Causing significant disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents;
- Follow our 'Positive Handling Policy'.

Staff Training:

All Staff will receive appropriate training within the MAYBO system as detailed within the positive handling policy. This includes applying the SAFER model to all situations in order to de-escalate situations effectively.

S - Step Back

A - Assess

F - Find Help

E - Evaluate

R - Respond

Statutory Requirements and Related Policies:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in School
- Searching, Screening and Confiscation
- The Equality Act 2010 and Schools

- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy takes into account:

- Section 175 of the Education Act 2002, (outlining a school's duty to safeguard and promote the welfare of its pupils);
- Sections 88-94 of the Education and Inspections Act 2006, (requiring schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles)

Related School Policies:

Safeguarding Policy

Positive Handling Policy

Child Exclusion Policy

Anti-Bullying Policy