

Rooted & Grounded in Love



Manston St James Primary Academy

# POLICIES & PROCEDURES

## Positive Behaviour Policy

Date Policy Approved: March 2020

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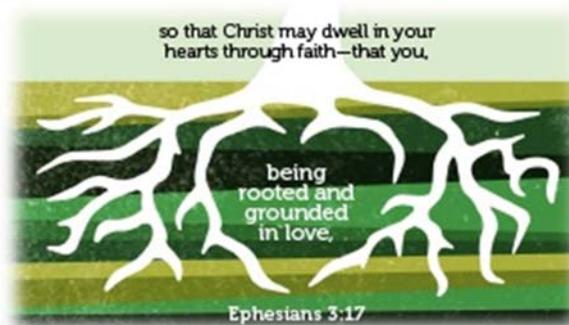
Previous Review Date:

# Manston St James Primary Academy

## Positive Behaviour Policy

Manston St. James Church of England Primary Academy is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to thrive and 'live life in all its fullness'.

We believe that positive relationships, and the highest level of mutual respect and understanding, underpin a success school community. We have a duty to equip our pupils with the communication and social skills that will enrich and enhance their opportunities in later life. Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and are powerful in developing a thriving school environment. All aspects of behaviour management and discipline are built on the foundations of the Christian values of our school. Our school vision '*we have roots, we are growing, we will be the best we can be; all are welcomed and all are loved*' recognises that children, and adults, make mistakes. Therefore, restoration and forgiveness underpin this policy and support us to live out our vision of a community which is '*rooted and grounded in love*' (Ephesians 3:13)



### Aims

- To promote the vision and Christian values of the school
- To have the highest expectations of pupil learning behaviour in order to maximise opportunities to 'grow' and succeed.
- To create an environment which supports pupils to live out our school vision and values by being self-reflective, self-disciplined and accept responsibility for their own actions.
- To establish clear guidelines for the consistent use of rewards and sanctions

- To develop good relationships in school between staff and pupils which are underpinned by love and mutual respect.

## Roles and Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, TAs, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our **understanding and consistent application of the behaviour policy**. We need to encourage pupils to make the right choices and take responsibility for their behaviour. Therefore, all staff are expected to:

- familiarise themselves with and use the academy's behaviour policy to support behaviour for learning, progress and conduct.
- consistently challenge and persistently follow up poor behaviour
- respond in a calm stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour.
- reward, recognise and praise pupil effort and achievement
- model positive behaviours and work towards developing strong positive relationships
- use the behaviour model to escalate inappropriate behaviours, including referral to the Nurture Team

### Teachers are expected to

- greet the children as they enter the classroom at the start each session
- use seating plans to promote positive behaviour and relationships
- have an entry task ready – Hot tasks
- plan differentiated lessons that challenge pupils.
- create an environment that is warm, friendly and exciting.
- establish and expect clear routines (e.g. entrance, exit to the classroom, collecting work, entering assembly etc)

### All staff should

- Refer to and model the school vision and Christian values
- Recognise and praise positive behaviour
- Take responsibility for your school environment
- In social/dining areas and playgrounds, on corridors ensure that they challenge inappropriate behaviour, particularly if it compromises safety regardless of which class or year the child is in.
- Model positive behaviours such as meeting and greeting, picking up litter etc

## Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed, differentiated and relevant curriculum, which meets the needs of the pupils helps to develop and maintain positive behaviour. Engaging teaching plays a significant role in pupil's attitudes towards learning. Pupils will be received into a classroom where routines are well established and high standards are expected. Well prepared and stimulating lessons, in which pupils are well aware of the lesson purpose, help secure the highest standards of behaviour. We expect the following from all teaching staff:

- Lessons are planned so that all pupils can achieve their potential
- Praise is used motivate, encourage and engage the pupils to reflect on their progress and take ownership of their learning.
- Model positive behaviour which promotes dignity and respect for all.

## Positive Affirmation and Recognition

At Manston St James Academy we want our pupils to be motivated by the intrinsic value of learning and the achievements it brings; we are committed to rewarding pupils for developing good learning habits.

Rewards include:

- Verbal praise
- Feedback and acknowledgement through marking
- Communication with home e.g. certificates, phone calls, texts etc
- Celebration events – regular celebration in collective worship

Manston St James Academy reward pupils for meeting our expectations and values. We reward for good effort, positive learning behaviours, good manners, being kind, caring and helpful, and for good and excellent work. We also reward pupils who support the academy community by participating in academy activities, including fundraising, productions, parent’s evenings and sporting events.

Going for GREAT!

In class, teachers will monitor children’s learning behaviour encouraging pupils to aim high and develop high standards for themselves, taking ownership for and responsibility with their effort, perseverance and dedication to learning.

Achievements will be recognised as ‘Going for Great’ points and will be awarded for the following reasons:

service, thinking of others (showing kindness and consideration), being an independent learner, showing initiative, being a role model, making positive contributions in learning time, thinking about how I can improve my learning, taking risks with learning and trying new things, being resilient, being a reflective learner.

Children will work towards a Bronze, Silver or Gold ‘Going for Great’ certificate which will be presented during Great Big Worship on a Friday!

Children that reach Gold will also be rewarded with a gold pin badge to wear on their uniform as well as being invited to the Head teacher’s tea party at the end of the half term.

	Gold – achieving any of the above for any reason 100 times
	Silver – achieving any of the above for any reason 50 times
	Bronze – for achieving any of the above 10

	Green – Children start each day at green. Ready to learn. Each child will be encouraged to see every day as a new opportunity.
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## House Rewards

Each child is allocated to a House (red, green, blue, yellow) and credits gained through the reward card (in the table above) also go towards their House team. Each week the totals are collected and calculated so that children can be notified weekly of how their House team is doing. Each half-term a reward will be given to the House team that has accumulated the most points e.g. additional play time. Throughout the year there may be school competitions where children are working for their Houses (e.g. cross-country Races, Spelling bee, Sports Day)

## Stepped Response / Consequences to Behaviours

Manston St. James Academy has a stepped behaviour policy that clearly outlines negative behaviours will result in a progression of consequence, and what the sanction for progression will be.

We will always **remind the pupil of our expectations and values** and explain why their behaviour does not meet our expectations.

### De-escalation techniques (See Appendix A)

Staff will use appropriate de-escalation techniques in an attempt to successfully re-engage and re-focus the pupil and create an opportunity for them to make the right choice about their behaviour.

### Restorative Practice (RP)

RP must be used in conjunction with the academy's behaviour policy. RP promotes positive relationships between staff and pupils as well as allowing pupils to start afresh having learnt from their previous experiences. Schools that use RP find that relationships are stronger and learning is more effective and that there is less need to use sanctions to control behaviour.

### Reasonable adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

**Verbal Reminder (Level 1)** – The pupils will receive a verbal prompt from the teacher highlighting what they need to do to improve their behaviour. Pupils should be clear that they have started the consequences ladder and must fully understand what behaviour this is for and what the consequences will be if they do not make the right choice and correct their behaviour. Staff will remind pupils of expectations and consequences and subsequently look to reinforce and celebrate positive behaviours.

<b>Level 1 Behaviour Examples</b>	<b>Action/Consequence Class Teacher or Staff on Duty</b>
Talking over teacher or other pupils	Remind pupil of the expectation using verbal or non-verbal cues.
Calling out	
Interfering with others property	
Losing focus and not working	
Not following a clear instruction	
Making noises and attempting to distract other pupils	
<b>Level 2 Behaviour Examples</b>	<b>Action/Consequence Class Teacher or staff on Duty</b>
Defiant, refusing to follow instructions	Move to 'thinking about improving' on behaviour chart and record on class list (list IS NOT to be displayed)  Restorative conversation completed – see guidance  Parents informed – end of day handover or phone call (by class teacher)
Persistent disruption; not correcting Level 1 behaviour	
Using inappropriate language	
Rough play	
Swearing	
<b>Level 3 Behaviour Examples</b>	<b>Action/Consequence Class Teacher, Staff on Duty and SLT (AHT/DHT)</b>
Persistent Level 2 behaviours	<b>Log on CPOMS</b> Name removed from behaviour chart Restorative conversation completed – see guidance  Social time removed for 24 hours  Where appropriate pupil is educated in an alternative classroom  Parents are informed of behaviour and are invited to attend a support meeting with class teacher and AHT/DHT/SENDCo – external support may be accessed
Wilful damage to property	
Verbally/physically confrontational and aggressive behaviour	
Peer on peer abuse	
Making racist, homophobic or other discriminatory comments	
<b>Level 4 Behaviour Examples</b>	<b>Action/Consequence SLT</b>
Bullying	<b>Log on CPOMS</b> Restorative conversation completed – see guidance  Social time removed for 24 hours
Persistent peer on peer incidents	

Repeated incidents of discrimination	Possible period of Fixed Term Exclusion  Parents are informed of behaviour and are requested to attend a support meeting with class teacher and AHT/DHT/HT and SENDCo – external support may be accessed
Placing themselves or others at risk of harm	
Stealing	

**Fixed Term Exclusions** – If a pupil's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate for them to be on school premises then a FTE may be considered as a last resort.

A FTE should always be considered for

- An assault on another pupil or a member of staff
- Threatening or intimidating behaviour towards a pupil or a member of staff
- Foul and abusive or discriminatory language directed at another pupil or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption

**Permanent Exclusions** - The decision to permanently exclude a pupil can only be made by the Headteacher in consultation with their SLT and the Executive Principal. A permanent exclusion should only be considered if

- It is in response to a serious breach of the academy's Behaviour policy and
- Allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school

A permanent exclusion should be considered for the following offences

- Serious, violent assault
- Carrying/supplying an offensive weapon. (Not just restricted to knives but any instrument brought into school *with the intention to inflict injury on another person*)

## Appendix A

### De-escalation Strategies for Staff

Verbal De-Escalation is a targeted intervention for use with students who are at risk for aggression. It is basically using calm language, along with other communication techniques, to diffuse, re-direct, or de-escalate a conflict situation (Kerr & Nelson, 2010). Staff receive training on de-escalation techniques.

Some examples of techniques you may use with pupils

- Do not raise your voice. Use calm, even tone
- Remind the pupil of the expectations, referring to occasions when they have behaved in a positive way – showing kindness, good manners, respect for others, working well with their peers etc
- Have eye contact and use the students name with a non-verbal signal. (A hand gesture for example)
- Move towards them and stand near, but not uncomfortably close – use name quietly or non-verbal signal
- Ask them a question to re-focus them. Involve them in the group or individual task, or direct their attention elsewhere through a work station task
- Check the understanding of their learning and attempt to re-engage them
- Lower your body position and make your expectations clear. Use visual 'markers' on their table to enable the student to recognise where they are on the consequence route
- Use non-confrontational language and remember it's the student's behaviour that is disappointing, unacceptable, disrespectful..... dis-engage your comments, do not make them personal to the student "Your behaviour.." rather than "You are..."
- Develop positive relationships – use their names, know a bit about them, show an interest, share a little of yourself to create a bond
- After giving support and some attention give the pupil some 'space' by moving away and working with others. 'Check in' with the pupil through eye contact or non-verbal signals so they understand you are still monitoring their behaviour.
- Where appropriate ask a supporting member of staff to take the pupil to a quiet area for 3-5 minutes to allow them to talk through their behaviour or have a quiet time to re-focus.