



POSITIVE BEHAVIOUR POLICY

NOVEMBER 2022

UNCRC Article 14:

"Every child has the Right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights."

Version Control

Version	Date	Notes	Reviewed/updated/amended by
1	October 2018	Original Policy	
1.1	September 2021	Reviewed and updated UNCRC added to cover page Zones of Regulation added	J. Handley S.Pollington
1.2	November 2022	Searching, Screening and Confiscation section added to reflect DfE's updated advice Equality Statement added Policy reviewed and updated	R. Enwonwu A. Blackford J. De Saulles

Mission Statement
One vision, one dream, one school
We embrace equality.
We celebrate diversity.
We strive for excellence in everything we do.

Statement of Intent

The Mission Statement underpins everything we do at Howard Primary School. The purpose of our Positive Behaviour Policy is to support and enable the high standards to which we aspire in teaching, learning and school ethos. The school is an accredited UNICEF **Rights Respecting School (RRS)** which promotes a positive school ethos and promotes effective learning. For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within.

The Positive Behaviour Policy will state:

- the expectations of what constitutes acceptable behaviour
- effective behaviour-management strategies
- processes which recognise, teach, reward and celebrate positive behaviour
- processes, rules and sanctions to deal with poor conduct

Aims and Objectives

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.
1. Pupils and staff will understand their Rights and how to respect those rights.
 2. Pupils and staff will have high expectations of their own and others' behaviour.
 3. Pupils and staff will respect and support each other thus demonstrating responsibility for others.

4. Pupils and staff will show respect for the school environment and equipment.
5. Pupils and staff will consider the safety of everyone.
6. Pupils and staff will respect and support the learning of others.
7. Pupils and staff will be listened to and listen to others.
8. Pupils and staff will recognise the equal value of all and value differences.
9. Pupils and staff will treat all in a respectful, fair and consistent way.
10. Pupils and staff will expect good behaviour to be rewarded and sanctions to deter poor behaviour

Equality Statement

At Howard Primary School, our Core Values of **Care, Commitment, Courtesy, Co-operation and Consideration**, are the qualities we display to create unity and cohesion across our whole school community.

Our school community is united in our conviction that all forms of discrimination, including racism, have no place within our community and in society as a whole. We all have a responsibility to stand up and speak out when we see something we know is wrong. Such ant-discriminatory practices and behaviours need to be firmly ingrained in our everyday lives.

At Howard Primary School, we will always teach our pupils about equality and this remains an integral part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We understand that education is a powerful instrument in building an informed, accepting and peaceful society and use our curriculum to tackle issues of racism and inequality. We regularly review our curriculum and policies to ensure that, in all aspects of school life, we uphold, reflect and practice the values of inclusivity, diversity and equality.

Leadership

The Head Teacher has the day-to-day authority to implement the School Behaviour Policy, but the governors may give advice to the Head Teacher. The children will be able to voice their opinions about behavior in school through pupil voice meetings in accordance with Article 14 of the United Nations Convention on the Rights of the Child (UNCRC)-

Article 14 states that:

“Every child has the Right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.”

The head teacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The head teacher will support all staff in maintaining good discipline. Unacceptable behavior will be dealt with promptly and effectively to ensure that learning is not disrupted and that children’s and staff’s emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

Practice and Procedures

Rewarding Positive Behaviour:

1. Positive behaviour is based on the UNICEF Charter of Children’s rights, the responsibilities that go with them and respect that is engendered by them.
This principal permeates all aspects of school life as follows:

- Each class generates its own Charter of Rights. Each Right has a Respect that goes hand-in-hand with that Right.
 - All the children agree and sign up to their Class Charter thus taking responsibility for respecting its principles.
 - There are also Charters for public areas such as the toilets, Dining Hall, corridors and playgrounds.
 - These Charters will be prominently displayed around the school.
2. The aims and objectives of the Positive Behaviour Policy are further supported by promoting our school ethos “Reaching for excellence” in all aspects of school life.
 3. Praise and encouragement are fundamental to promoting positive behaviour. They are used at every opportunity.

Core Values:

The core values which underpin everything we do at Howard Primary School and form the basis of our positive behavior policy are summed up in the 5Cs:

Consideration – We respect other people, consider their feelings and treat them in the way that we would like to be treated

Courtesy – We show good manners and are polite at all times

Co-operation – We work well with other people to achieve the best we can

Commitment – We always try our best and persevere even when we find something difficult

Care – We look after school property and other people’s possessions

Class teachers and pupils discuss these rules at the beginning of each academic year to ensure a shared understanding of what the 5 Cs mean and how they relate to life at Howard Primary. They are also permanently displayed in classrooms and around the school to remind pupils of our expectations. Praise should be linked to pupils following the school rules and inappropriate behaviour should be dealt with by relating it to not adhering to the school Rights and Responsibilities and the 5 C’s.

Expectations:

Pupils will:

- Follow the school Rights and Responsibilities and the 5 C’s.
- 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. through 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, rewards and consequences outlined in the School’s Positive Behaviour Policy consistently and fairly at all times.

- Use the language and strategies associated with the Zones of Regulation and Rights Respecting

Classroom Management

Classroom management is key to promoting positive behaviour. At the beginning of each year, each class will write a class charter (linked to the Rights Respecting Schools).

At Howard Primary School we expect all classrooms to have:

- A positive classroom tone
- Clear expectations about work
- A timetable
- An attractive, tidy, well-cared for environment
- Tidy tables
- A well-planned environment so that children can move easily, can find resources
- A menu of activities that are permitted during wet break and lunchtimes

Parents/Carers will:

- Foster positive relationships with the school and support the core values and ethos
- Support the school 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 school of any changes to their child's home situation which may impact on the child's behaviour
- Treat school staff, other Parents/Carers and pupils with respect always.

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 school 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 school always promotes a positive working relationship.

Governors will:

- Support and monitor the implementation of this policy
- Be fully informed on matters concerning behavior through the Head Teacher's report and regular updates during visits.
- Regularly monitor incidents and actions taken to be aware of the effectiveness of this policy

Positive Behaviour Management Rewards

There is the expectation that positive behaviour should be intrinsic.

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

There are a variety of methods of reward such as:

- Merit cards
- DoJo points

- 100% attendance certificates to class and individuals
- 100% attendance medals
- Stickers and stamps –general stickers
- Showing own work to Head Teacher/other teachers and public acknowledgement
- Use of “Stay on Green” behaviour system
- Green behaviour stickers to be kept on a behaviour chart.
- Badges to be awarded after agreed number of stickers have been earned, one badge to be earned per term cumulatively as per attendance medals. The agreed number of stickers will be 50 / 110 / 175 respectively. Once a badge is given it cannot be taken away.
- Rewards will be accessible to all children.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community
- Children will be encouraged to share their achievements with a member of staff, their parents and other children
- Examples of children’s work and achievements will be displayed in the classrooms and around the school.

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.

Supporting Staff

- All staff are issued with a copy of the Positive Behaviour Policy to promote continuity and consistency
- The Head teacher, Deputy Head teacher and SENDCO support staff in a variety of ways e.g. being visible at possible trouble spots, dealing with individual pupils and supporting in class when required to do so.
- Key members of staff will be trained in the skills of de-escalation (Zones of Regulation) and positive handling. The safety of all our school community is paramount, particularly safeguarding children.

Leadership Team Monitoring and Consequences:

Reflection time with SLT (Senior Leadership Team) using restorative conversation

Pupil thinks of strategies to repair situation and reports back to Senior Leadership Team.

Phone call or letter home / text message by the Class teacher or Cover teacher (agreed by both adults).

Parents/carers are informed of situation, steps required for improvement and next steps if no improvement.

Parents/carers meeting

This can take the form of a restorative conference or a planning meeting for a Support Passport. It may trigger a wave 2 intervention on the SEN (Special Educational Needs) Provision Map or ELSA (Emotional Literacy Support Assistant) provision.

It may be agreed that a Contact Book is used to keep Parents/Carers informed on a daily basis about their child’s behaviour and to create a dialogue between home and school if a member of the Senior Leadership Team / parents agree.

Where trends/patterns of behaviour are noted, SLT will discuss this with the child's class teacher to identify possible triggers and from this put in place proactive mechanisms to support the child in managing their own behaviour.

Children with Specific Behavioural 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 teachers responsible for EAL / Inclusion / SENCO (SEN co-ordinator) should be consulted and will support class teachers with this.

If rewards are part of a child's SEN Support Plan these, wherever possible, should be taken outside the classroom so that they do not impact on the rest of the class.

A Pastoral Support Plan and /or CAF (Common Assessment Form) will be drawn up to support children at risk of exclusion.

Further Consequences:

We believe that consequences should be directly related to an individual's behaviour. Therefore whole-class consequences such as missing part of a playtime as a result of some pupils' behaviour are unfair and counterproductive. All pupils are entitled to access the curriculum and so **not participating in PE lessons etc. is not used as a consequence** unless this is due to health and safety concerns.

Internal Seclusions

- Internal seclusions will take place outside the head teacher's office at a time to be decided by the head teacher.
- Class teachers will be responsible for providing work for internally secluded children to complete.
- Parents will be informed of any internal seclusions.

Exclusions:

Exclusions of pupils (temporary or permanent) may be imposed at the discretion of the Head Teacher in cases of:

- Serious or persistent physical or emotional aggression
- Verbal or physical attacks on staff
- Serious breaches of health and safety
- Weapons or illegal substances being brought into school

The decision to exclude a child is always a last resort and will always follow London Borough of Croydon's protocols and policies. It will be the school's (via the class teacher) responsibility to provide work for that child for the length of the exclusion.

The school also reserves the right to ban Parents/Carers or other visitors from the school premises if their behaviour towards staff, children or other adults is considered to be unacceptable, particularly if they are:

- Verbally or physically aggressive
- A danger to themselves or others

Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

We adhere to the advice found within the Department for Education's [Searching, Screening and Confiscation](#) advice for schools document which can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Zones of Regulation

Zones of Regulation is a whole school approach to support children in finding ways to self-regulate.

High emotions can lead to unexpected behaviours such as:

- Kicking
- Shouting
- Breaking objects

We aim to teach children safe ways to express their emotions and solve conflict.

Zones of Regulation language must be used proactively all-around school. Adults are expected to model a wide range of expected behaviours and support children in understanding that the size of the reaction must match the size of the problem.

How do you know that we are a Zones of Regulation school?

- Displays around school (both inside and outside)
- Regular assemblies teaching children and staff strategies
- RHE Scheme of work that links in with mindfulness and Zone of R strategies
- Class Zones of Regulation toolbox
- Class check-ins (adapted to suit the needs of the class)
- Well-being/Zones of Regulation dedicated page on the school website for parents and children to access.

5th Strategies 1. Be aware of triggers

What is a Trigger?

An irritant that causes a student to

become less regulated

Increases the likelihood of going into the **Yellow/Red Zone**

Can we avoid triggers?

Some students have predictable triggers

We can intervene and be proactive

We can try to prepare students (front load) or remove triggers when possible

Triggers List

If a child wants to be first in line at all cost TRY THIS:

1. Ask the child to choose a number between 1 and 2.
2. Next time ask the child to choose a number between 2 and 3.

In this way you support the child to learn a TOOL to manage his/her trigger.

- Being told no
- Waiting
- Hunger
- * Change in routine
- * Being touched
- * Too much to do
- Rumors or gossip
- Being scared
- * Being criticized
- * Tests and grades
- Appearance of being unfair
- * Being late
- * Being tired
- * Being ignored
- * Losing a game
- * Being left out
- * Loud noises
- * Being told what to do

Strategies: 2. Find out the Size of the Problem

Is it a big problem, medium problem or a little problem?

- Ask student questions to help define the size of the problem.
- How many people will it take to solve this, how many people are involved, do we need to call for help?
- *The **SIZE** of your **REACTION** should match the **SIZE** of the **PROBLEM**. Most children experience small or medium problems during a typical school day.*

Huge:
Are very dangerous and can involve many people such as the whole school or community. May take weeks, months and years to solve. Will include safety personnel- police, fire. Earthquake

Big:
May involve injuries and many last for a week or longer. You will need help for this from a trained and trusted adult. Must tell an adult right away. No easy, quick solution. A person has a knife

Medium:
May need an adult to help problem solve, can be tricky to solve and may last a day or two. May affect 3-5 people. You see another student stealing from the teacher's desk.

Little:
Can usually be solved without help and only affect 1 or 2 people. May last for hours but usually resolved quickly. A friend isn't letting you have a turn on the swing & called you a name

Tiny:
These problems are not dangerous. Only affect one to two people and can be ignored or solved in a matter of minutes. Not getting to go first.

Strategies: 2. Find out the Size of the Reaction

1. **Ask** : "How did the small/medium/tiny problem make you feel?"
2. **Model** : "I think you felt in the Red zone because you felt left out of the game."
3. **Support** the child to understand what is an expected behaviour : " What reaction did you have when you felt in the Red/ Yellow/Blue zone?"
4. **Name** the reaction : " I see, you kicked X. Your reaction to the problem did not match the size of the problem. It was an unexpected behaviour. We do not accept unexpected behaviours in school.
5. **Show**: Use a display in the playground to show the visual on expected and unexpected behaviours if you feel that the child is confused or over stimulated by the surroundings.
6. **Coach**: A good solution is something that makes you happy, does not hurt you or anybody else. Look at the solution wheel : what could you do next time?
REMEMBER : asking a child to tell an adult cannot be the only good solution we offer children.



Strategies: 3. Build a relationship

Children care passionately about their friends and games.

Put yourself in their shoes but use Zones of Regulations language to help them to self regulate and understand what is **EXPECTED** and what is **UNEXPECTED**.

COACH:

- It is **expected** for friends to compromise.
- It is **unexpected** for us to always want other kids to play what we want to **play**.

SAY:

- When we ask someone to play and they say no, it is **expected for us** to ask **someone else** to play or to play by ourselves. We might feel **sad** or **disappointed** that **X does not want to play** but we can say to ourselves: "Maybe X will play with us next time."
me."
- It is **expected for friends to compromise**. Sometimes, if we play things other kids are interested in, on another day they will play something we are interested in.



When we ask *children* to play with us and they say yes, we feel happy.

When *they* asked *this child* to play basket ball, *she* was not *excited* about playing. *Nevertheless*, *she* agreed to it as it might be fun. *She* also wanted to get to know *them* better.



When we ask *children* to play with us, sometimes *they* say **no**. It is **expected** for *children* to say **no** sometimes. *She* said no because *she* wanted to go on *the* swing.

We might feel *sad* or *di* *appointed* that *she* does not wa to play but we can say to ours ves: "Maybe *she* will play with us next time."



When someone asks us to play something we are not interested in, we can say no or we can say yes. It is **expected** for friends to compromise. Sometimes, if we play things other kids are interested in, on another day they will play something we are interested in.

It is **unexpected** for us to always want other kids to play what we want to play.

Links to other policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Attendance
- Safeguarding and Child Protection

MONITORING AND REVIEW

Annual initiatives will be reported to Governors.

This policy will be reviewed annually after consultation with relevant stakeholders, which may include Governors , School Council and parents/carers. As it is a statutory policy, it will be approved by the full governing body.

Signed: _____

Head Teacher

Signed: _____

Chair of Governors

Date: _____

Appendix 1

Good to be Green behaviour

Each child receives a stamp (Good to be Green stamp) at the end of each day. These stamps are given to a child if they end the day on a 'Green Card'. They cannot be given to a child who has received a red card (even if they have returned back to green by the end of the day).

Blue cards-Children are given verbal warnings and their name is written on the board for blue behaviour (see appendix for blue behaviour). Each repeated infringement earns a tally by their name. 3 strikes means the blue card is turned to yellow.

The flow chart on Appendix 1 is then followed. Children should move back to green as soon as possible.

Children who have behaviour plans will have this scheme adapted to suit their differing needs.

Children who receive a red card are recorded down on the school database. The SLT monitors this record and trends are identified. Children who receive 2 red cards a week have a lunchtime detention for 15 minutes and a parent is informed.

Privilege cards-2 are awarded each week to children who go above and beyond following the Rights and Responsibilities and the 5 C's. Names are recorded on the school database. Once 5 cards have been awarded to a pupil, a certificate and reward are presented in assembly.

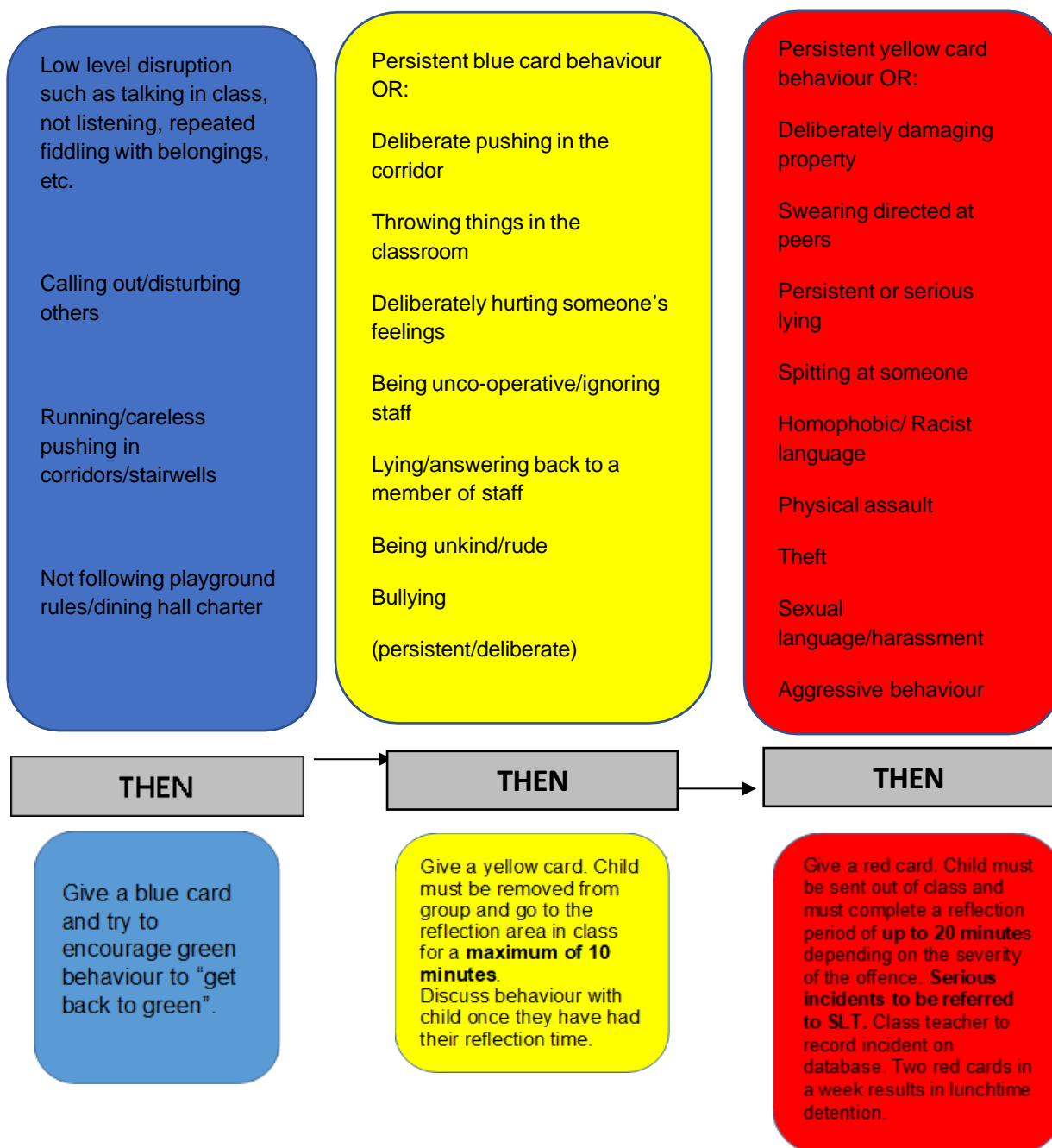
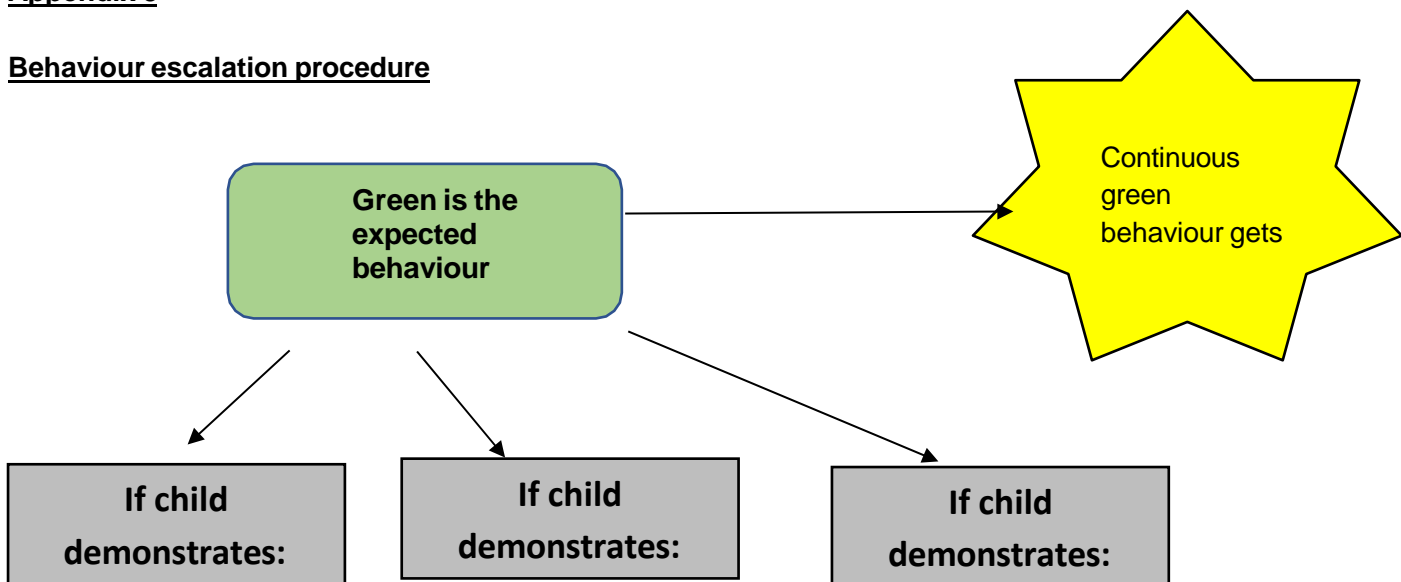
Appendix 2

Rights Respecting School Language

Problem	Communication by adult
Shouting in the dining hall	“You have the <u>right</u> to eat your lunch with your friends but you must <u>respect that right</u> by talking quietly”
Playground equipment being used inappropriately	“You have the <u>right</u> to play with equipment with your friends but you must <u>respect that right</u> by using it safely”

Appendix 3

Behaviour escalation procedure



Key procedural information:

- **The behaviour escalation procedure is a POSITIVE behaviour management process therefore at all times the aim should be for teachers to “catch” children demonstrating good behaviour and moving them back towards a green card.**
- Reflection Time out of Class is monitored on CPOMS accessible by all teachers. This enables follow up with pupils by SLT and prioritizing pupils for support. Please inform DSLs and YGL if a child receives a red card.
- If a child needs to be removed from the classroom in order to ensure the safety of other pupils then a member of the SLT/Teacher should be informed and the child will be removed to a quiet place to reflect/calm down.
- Class teachers will be responsible for the supervision of any child they choose to keep in at lunchtime. (Outside the staffroom or in the office are not suitable places for a child to sit)
- This process also applies to incidents in the playground and should be applied accordingly. When reflection time is required during a playtime this should be taken on the designated time out bench. Any serious or persistent problems should be referred to SLT or the member of MLT on duty that day.
- If a child needs to be removed from the playground in order to ensure the safety of other pupils then a member of the SLT/Teacher on lunchtime duty should be informed and the child will be removed to a quiet place to reflect/calm down.