



POSITIVE BEHAVIOUR POLICY

SEPTEMBER 2023

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.”

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.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.
- To encourage the involvement of both home and school in the implementation of this policy.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Our expectations:

- Respect for other people is the basis for the school's rules, encouraging good relationships and respect for others at all times.
- Opportunities for discussion of appropriate and acceptable behaviour are explored during lessons, as part of the curriculum, and in assemblies. Good behaviour is dependent on good relationships and we seek to encourage feelings of self-esteem and mutual respect. This has considerable influence on the ethos of our school.
- This expectation is relevant not only in school but also for out-of-school activities and excursions.
- Everyone in our school community is expected to respect other people's opinions and property.
- Both effort and achievement are celebrated, encouraging self-confidence and a positive self-image. Opportunities abound to share pupils' achievements and interests; children's work is displayed around the school, and sporting or other extra-curricular interests are shared in assemblies and in school communication.
- Pride in the environment is encouraged, and we hope to maintain loyalty and respect for the school, its resources and facilities.
- We promote a sense of responsibility and self-discipline for both learning and conduct. When unacceptable conduct is manifested, the children concerned are given the opportunity to discuss the incident and be made to realise why their behaviour is to be sanctioned.

Equality Statement



At Howard Primary School, our Core Values of:

- **Be Kind**
- **Be Safe**
- **Be Respectful**
- **Be Prepared**

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 anti-

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.

Support to address poor behaviour:

Children who are unable to conform to the behaviour standards expected at the school may expect (Appendix 3):

- Engagement in a restorative conversation about the behaviour with a member of staff
- To complete a reflective behaviour sheet (see appendix 1)
- To write a letter of apology to any staff or pupils involved.
- Loss of a privilege (e.g. Not being selected for a football match)
- Short term withdrawal from the classroom to reflect and change their behaviour
- Short term removal from the classroom (to sit with another member of staff or another class in order to complete work)
- Meeting and discussion with the Head Teacher and/or Behaviour Lead
- Exclusion from, and/or further loss of, privileges
- Involvement of parents, which may occur at any stage of the procedure

Please note that any sanction determined by the school is kept private between the child in question, their family or carer, and the school. The school does not share the nature of any sanction with other individuals.

What is deemed unacceptable behaviour at Howard Primary School?

- Bullying
- Sexual violence or harassment
- Racism, sexism or ageism
- Intolerance of the religion or beliefs of others
- Homophobic and transphobic remarks or name-calling
- Swearing or offensive behaviour, including rude gestures, to peers or staff
- Physical assault e.g pushing, hitting, spitting, kicking...
- Stealing or other abuse of property
- Leaving the classroom without permission
- Refusal to follow instructions
- Disrupting the learning of others
- Inappropriate reaction to consequence
- Disrespect to another child, member of staff or a visitor to the school
- Antagonistic behaviour

Beyond the school gate

At Howard Primary School, we expect children to display our school values at all times. The school has the power to issue sanctions to children who have fallen short of our expectations where it is reasonable to do so.

Examples of this may include:

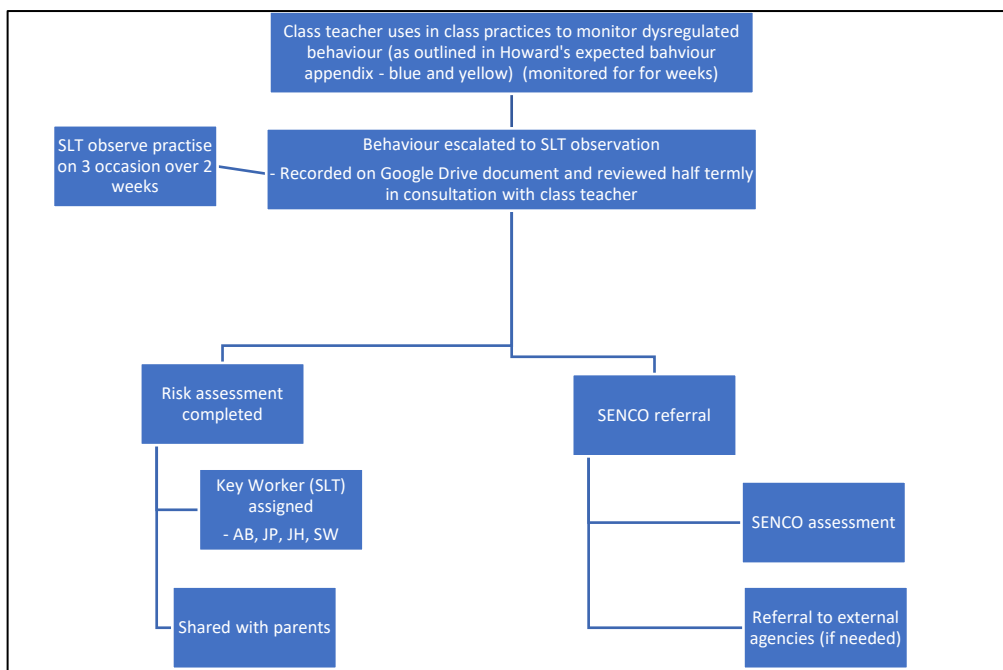
- Poor behaviour whilst on a school trip
- Misbehaving to or from school
- Misbehaving whilst wearing school uniform, thus bringing the school's reputation into disrepute
- As a school, we are unable to police how children use their phones outside of school, that is a decision for parents, carers and adults at home. However, we are able to inform you when these incidents affect relationships at school.

Special Education Needs

We are proud of the fact that we are an inclusive school and welcome children with different learning needs. The needs identified by the school will always be considered when having to address a pupil's behaviour.

It may well be that different strategies are necessary in order to deal with any dysregulated behaviour. Decisions will be made in the best interests of all parties by school staff (including the SENCO), the Behaviour Lead, the Head Teacher and the Class teacher(s). The school will also work closely with the family to ensure that any dysregulated behaviour is dealt with in a way that is likely to bring about a positive outcome and reduce further instances of dysregulated behaviour in the future.

See behaviour flow chart



School Culture - aims

The adults encountered by the children at school have a paramount responsibility to model **consistent** high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- Create a positive climate with realistic expectations – including vocabulary choices
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all demonstrate the school values at all times

We will not tolerate any behaviour from adults that is not in keeping with our school values.

School culture – non-negotiables

Our expectation is that classrooms will be tidy, well-organised and decluttered as this has a positive impact on behaviour.

- Whiteboards will be accessible to model learning
- Paper will be filed away and not stored on the floor
- Books will be stored neatly and in labelled boxes (to show they are valued)

Displays will be:

- Minimalistic
- Decluttered
- Purposeful
- Aid learning

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas in which other people are working) on the left. Children are encouraged to step aside, where necessary, to show courtesy and consideration.

The Dining Hall

- Children to enter in a calm manner whilst walking
- Children to remove hats in the summer

- Children to demonstrate good table manner
 - o Using cutlery
 - o Not talking with food in their mouths
 - o Asking permission to leave the table
 - o Using please and thank you
 - o Not shouting

The Playground(s) – playtime and lunchtime

- Ask permission to go to the bathroom
- Stand still when the whistle blows. Then, turn and face the direction of the whistle.
- Stop playing with equipment.
- Line up in their designated line order
- Staff to arrive promptly before the whistle is blown.

School Uniform

- Small stud earrings
- Watches allowed, but removed for PE
 - o Stored securely for PE lessons
-

Routines

SCHOOL CULTURE AUTUMN 2023/2024

- Rehearse Routines
- Signal, Pause, Insist
- Establish your expectations
- Positive Framing
- Choices and consequences



SIGNAL, PAUSE INSIST



One of the most important routines. Too often teachers over-rely on their voices to talk over the noise. This is difficult and hard to sustain. It can also run counter to the ideal of creating a calm learning environment. The more precise and consistent you are in giving the signal and insisting on the response, the more embedded the routine becomes.

1. Choose a signal
2. Rehearse the signal
3. Give the signal
4. Pause
5. Insist

REHEARSE ROUTINES

Designing your routines-agreed by staff at staff meeting o 28/06

- Arriving to class-Welcoming/Get out equipment (whiteboard bags with named stationery that is stored on the floor in between the tables)/Do Now task
- Drawing back attention after discussion/independent work-Signal-hand held high-Pause, Insist
- Pack up routine-Last 10mins-putting away equipment (collecting books by monitors/book storage labelled) and then sitting back in seats before exiting the class at the end of the session.
- KS1 have all belongings in the classroom straight after lunch. Visual timetable to remind children what they need to have.
- Exiting class-Signal-1...2...3-a table at a time-set route around tables to exit

REHEARSE ROUTINES

Designing your routines-

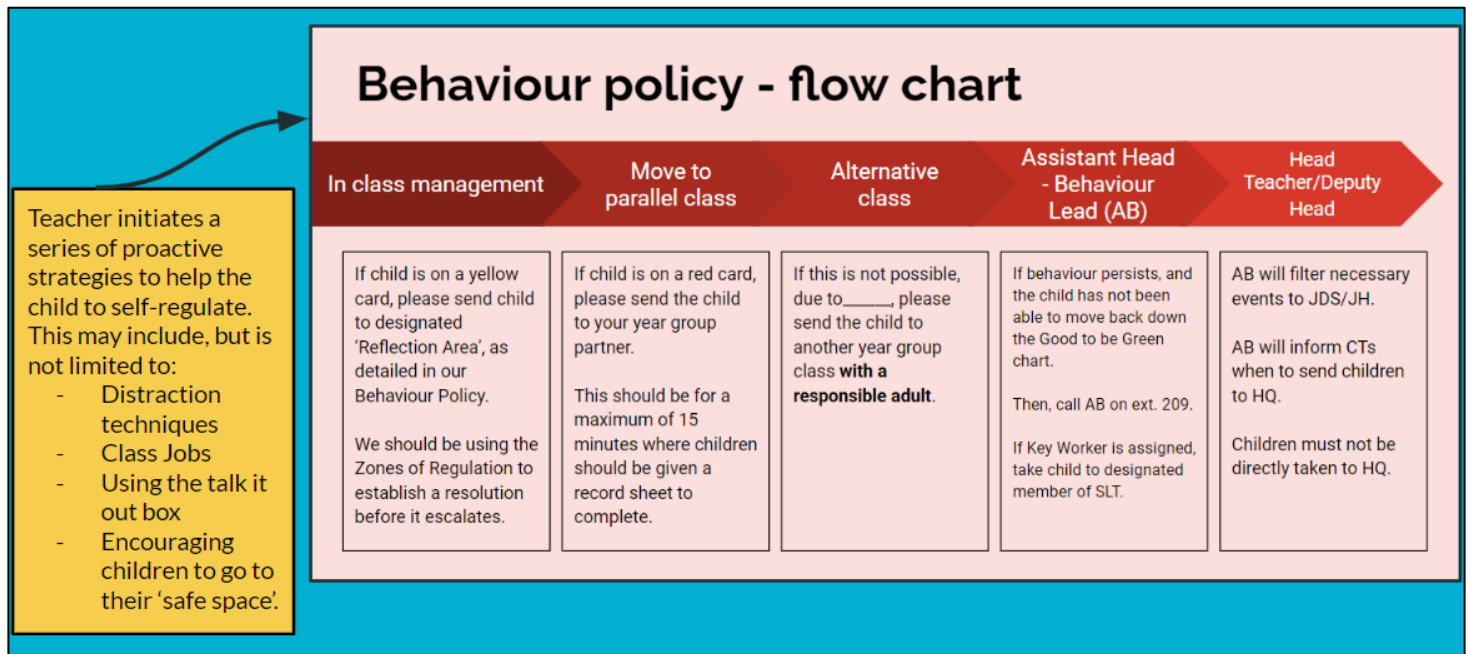
- Arriving to class
- Exiting class
- Getting out equipment
- Putting away equipment
- Drawing back attention after discussion/independent work
- Pack up routine

REHEARSE ROUTINES



1. Designing your routine
2. Walk through each routine
3. Teach the signals
4. Make routines routine
5. Refresh or reboot

Roles and Responsibilities



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 behaviour 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 behaviour 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.

The behaviour lead will assist the Head Teacher in day-to-day dealing with supporting staff and pupils.

Expectations

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 behaviour 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

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

Positive Behaviour Management Rewards

There is the expectation that positive behaviour should be intrinsic.

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

There are a variety of methods of reward such as:

- Merit cards
- Positive post it notes – in class
- Positive phone calls/texts/emails home
- Privilege cards are awarded each week to children who goes above and beyond following the Rights and Responsibilities and the Core Values. Names are recorded on CPOMS.
 - Once 5 cards have been awarded to a pupil, a certificate and reward are presented in assembly.
- 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.

Graduated Response –

This guidance sets out our graduated response to behaviour at Howard Primary School. This can be used as a self-evaluation tool and checklist for the following reasons:

1. To ensure that support at each stage has been exhausted, before escalating support to the next stage.
2. To ensure no lower-level support is missed.
3. To offer ideas and strategies for supporting behaviour.
4. To offer clarity and opportunities to explore a range of external support available.
5. To ensure the best-fit provision is given to a child at each stage of their journey through the school.

When escalating to the next stage of provision, approaches from the previous stage should not be forgotten or stopped.

Please note that:

- Provisions in ***bold italics*** must be implemented for a sustained period of time

Universal offer			
This provision is for every child to support their behaviour. <i>*other than monitoring, no SLT involvement is required here</i>			
Support	✓	Support	✓
School behaviour policy system of rewards and consequences		Regular summative assessment to inform planning	
School behaviour policy displays		Differentiated curriculum to meet need	
Consistent, high expectations		Restorative practice	
Zones of regulation display		Break, lunch and after-school clubs	
Strategies for emotional regulation		Regular check ins with classroom staff	
Class contract			

Stage 1: early intervention			
This support is put in place by class teacher as a response to emerging behavioural need. <i>*SLT will support to coordinate assessments/observations, restorative conversations and support with timetabling</i>			
Support	✓	Support	✓
Additional assessments to identify areas of need coordinated by SENCO – if needed		Check-ins to regulate during transitions	
Parent/carer meeting to share strategies and agree consistent approach		Restorative practice further embedded	
Explicit teaching of Zones of regulation and personalised regulation strategies developed with child and parent/carer		Bespoke break, lunch and after-school clubs	
Visual timetable		Planned movement breaks	
Regular pupil voice opportunities such as 'wishes and feelings'		SLT observation(s)	

Stage 2: targeted intervention			
This support is put in place to support repeated, negative behaviours. <i>*SLT/Welfare team approval/awareness required for provisions implemented</i>			
Support	✓	Support	✓
Individualised De-escalation plan and Risk assessment created by class teacher with member of SLT		Social stories and/or now and next board	
Regular, formal parent/carer communication		Personalised lanyard with emotion cards	
Explore (with SLT and parent/carer) referral routes such as EP or Early Help		Referrals for Mentoring sessions	
Request for Boxall Profile to identify underlying causes of behaviour		Sensory diet, sensory breaks and/or sensory boxes	
Task/reward strategy			

Stage 3: escalated intervention			
This support is put in place to support children who have significant, serious behavioural concerns, including exclusions. <i>*SLT will be actively involved in the day-to-day interactions of children at this stage</i>			
Support	✓	Support	✓
Continued regular, formal parent/carer meetings		Apply for EHCP	
Begin recording STAR analysis		Consider Alternative Provision referral/AP in place	
Keyworker assigned from SLT		Consider class move	
Reintegration meetings		Consider if reduced timetable would benefit child as alternative to exclusions	
Individualised reward/tick chart for completion of jobs.			

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.

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.

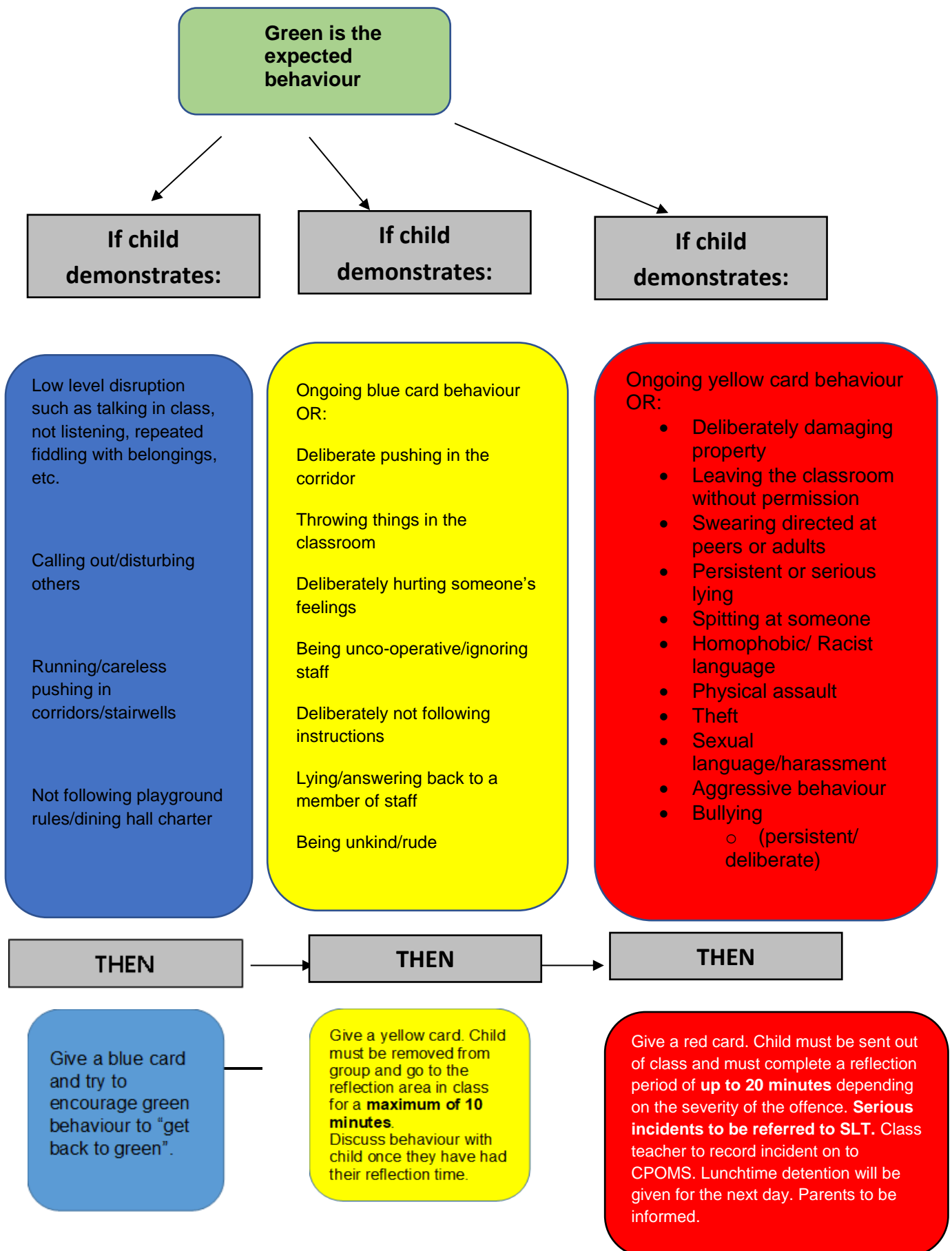
Signed: _____ Head Teacher

Signed: _____ Chair of Governors

Date: _____

Appendix 1

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 prioritising pupils for support. Please inform DSLs and AB 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 should be informed and the child will be removed to a quiet place to reflect/calm down.
- 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.
- 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.

Appendix 2 – STAR analysis chart

STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour. Initially set up by the National Autistic Society, it aims to reduce the behavioural problems faced. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:

Setting Trigger Action Result

Setting

This is something critical but often underestimated. These are the contexts in which the dysregulated behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

Trigger

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

Trigger	Example
Expressing a need	Smelling dinner cooking might signal food to a hungry child
Expressing something the child does not want	Seeing a spider nearby triggers a wish to avoid it, or wearing a particular outfit could trigger the need to avoid something the child finds too difficult, such as a family gathering or somewhere new.
Emotional overload	Something relatively insignificant triggers the feeling that this is 'the last straw'.

Action

Action is the behaviour that actually happens and is a very important part of the chart.

Result

These are the events that follow an action, and are often the part of the process that can be controlled. Response to an action can indicate the appropriateness of an action and influence the likelihood that the child will do the same thing at some point in the future.

