



Southcote Primary School

POSITIVE BEHAVIOUR POLICY

At Southcote Primary School we ensure we have a Learning Environment that is safe, secure, happy and respectful. We are aiming for every individual, regardless of age, gender, race, religion and physical capability to reach their academic, social and emotional potential.

In order to achieve our vision the whole school community needs to commit to and carry out the procedure and strategies detailed in this policy.

It is essential that all adults apply the policy accurately and consistently. Every child and adult has a right to be in school without feeling threatened either physically or emotionally. In adhering to this policy, it is anticipated that we will create a calm and supportive environment as far as is possible.

This policy will be reviewed annually by the Governing Body. Implementation of the policy is monitored six times a year by the Senior Leadership Team (SLT). Behaviour is logged, tracked and analysed by the SLT throughout the year. As a result of the monitoring where any child has ended the day on red (see traffic light system below) 10 times over the course of a term the parents will be called and a meeting arranged to discuss the behaviour. Where any child has ended the day on gold ten times over the course of a term a letter of recognition will be sent.

The Diamond Rules

The whole school follows the three Diamond Rules:

- Follow instructions with thought and care
- Show respect and good manners at all times
- Care for everyone and everything

The children are expected to follow the Diamond Rules at all times of the school day, both in and out of class including play time, lunch, during PE and when using the swimming pool.

PSHE, Professional Protocol and Anti-Bullying Policies

In following the Positive Behaviour Policy we need to also make reference to the PSHCE, Professional Code of Conduct, Positive Handling (Team Teach) and Anti-Bullying policies. These policies provide a framework for all our professional and personal exchanges, recognising that the best backdrop to positive behaviour is high self-esteem, a sense of being valued and appropriate interactions between all who share our school community.

Incentives

All adults will:

- Trust, listen, give a chance to, encourage, praise and like every child.
- If a child does something wrong the child will know that it is the behaviour that is disliked and not him/her.
- Treat all with courtesy, e.g. not unnecessarily raise voice

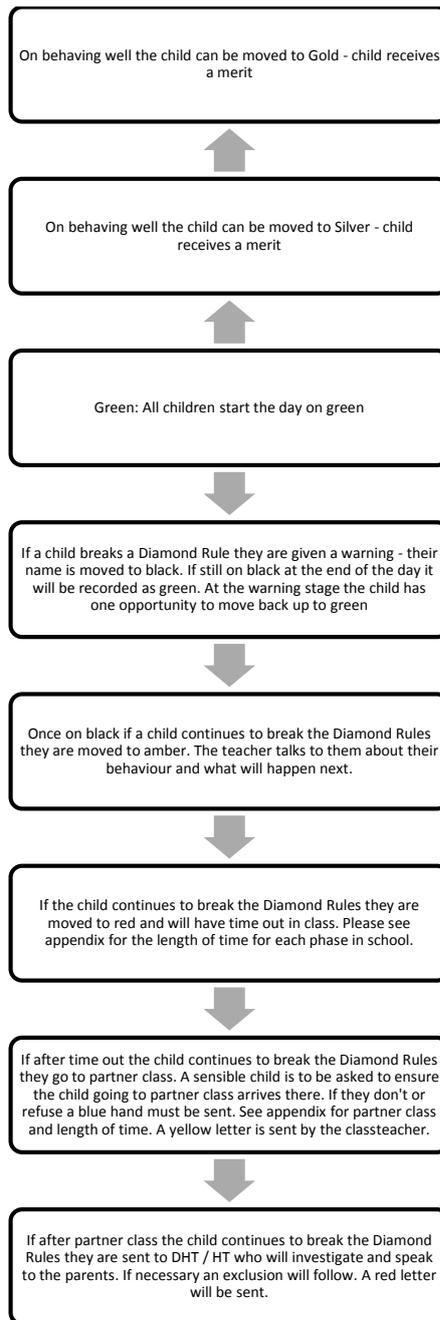
- Be consistent
- Recognise children's fears.
- Not jump to conclusions.
- Not shout at the children

Individual teachers may have additional positive behaviour strategies operating in their classrooms. Below is a list of our incentives:

- Verbal praise – to be used by all adults at all times
- Stickers – to be used as and when staff wish. There are also opportunities for the children to receive a gold Headteacher sticker for good behaviour or work
- Gold letters – to be awarded by teachers for good work or behaviour at any time
- Eagle awards (badge with certificate) - awarded every term
- Extra time on the play equipment for those children ending on gold during the course of the week
- Star of the day / week – at the teacher's discretion
- Certificates for homework, behaviour and reading 5x week – given out in phase assembly each term. Children will be eligible for a behaviour certificate until they have had three days during the term when they have ended the day on anything other than green or above.
- Merits – can be awarded by anyone for anything. The class teacher is responsible for deciding when and how to reward the children in the class for merits. To avoid upset it would be desirable for teaching teams to have a common approach.

Traffic Lights

The traffic lights are evident in every classroom and operate the same with the exception of timings at specific points in the process:



From amber down to red the children have no opportunity to move back up the traffic lights for the remainder of that day but they can be awarded a merit in recognition of having improved their behaviour.

If a child makes a racist comment, is physically aggressive or verbally aggressive they are reported immediately to the Team Leader who will escalate to DHT or HT as necessary.

Attendance and Punctuality: We see attendance & punctuality as characteristics of positive behaviour. The attendance figures are displayed in the main school hall. Various interventions run at different times across the school to promote and improve attendance.

Uniform: Wearing appropriate school uniform is important to the school ethos, is considered to be part of following the Diamond Rules and therefore included in this policy.

Sanctions: It is the school's aim that we limit exclusion. It is our express intention that children remain in school and in class.

When a child breaks a Diamond Rule they should be told, using their name which rule they have broken and how, followed by which step they are at e.g.:

"Rose you have broken the Diamond Rule 'follow instructions with thought and care' by refusing to hold the ball still even though I have told you three times. This is a verbal warning". The sanctions for breaking the Diamond Rules are outlined in the traffic light flow diagram on the previous page.

Children can also be asked to spend lunchtime in the Reflection Room, see section below. The reflection room is **not for completing work**.

Children can be kept in at playtime and for 20 minutes at lunchtime to complete or continue classwork if the teacher deems it necessary. The children should be kept in the classroom and supervised at all times.

Exclusion: Internal, Fixed term or permanent exclusions can take place. If the Headteacher deems this necessary, the exclusion will be arranged according to Reading Borough Council guidelines.

Playtime and Lunchtime Policy:

Once the school gates are opened in the morning and the children have access to the school grounds the members of staff on duty must be present to provide supervision. The playing of football is not permitted at this time.

At playtime staff members are on duty. TAs must be on the playground in good time to ensure that the children are not out unsupervised. For those children whose behaviour does not warrant a removal from the playground but at the same time requires further supervision teachers will adopt a 'walk with me approach' where the child is expected to walk alongside the teacher.

At lunchtime the Midday Supervisors are responsible for supervision and monitoring of the children's behaviour. Each Midday Supervisor has a set of red and green cards. Where a child is breaking the Diamond Rules they are to be issued with a red card and brought into school. Once in school they are to sit in the Reflection Room. If a child refuses to accept the red card or refuses to come in support can be sought through using the radio system. This will result in a red letter being sent.

Where Midday Supervisors see examples of good behaviour a green card can be issued. On returning to the classroom after lunchtime the child hands the green card to the classteacher who will decide on the reward depending on the reason for the card being issued. Both red and green cards will be returned to a box in the staffroom.

Lunchtime exclusion: Children who behave in a disruptive and disobedient way at lunchtime can be excluded during the lunch break. Arrangements for those who have free meals would of course be made.

Wet playtime and lunchtime: The Diamond Rules continue to apply at these times. When in the classroom at playtime children can be moved down the traffic lights. When it is wet at playtime the KS2 children, in year groups, will be split between a classroom and the outside canopy. At playtime drawing or reading is permitted but no games due to limited time. At lunchtime the red and green card system still applies. Appropriate activities are provided in each classroom for wet lunchtime.

See appendix for vulnerable children where some different arrangements apply.

Out of class Policy: Children are expected to move around in school in a calm and orderly manner following the Diamond Rules at all times. Children are to travel up and down the stairs and along the corridor on the left hand side.

Swimming Pool: Children are to follow the Diamond Rules at all times when swimming. There are blue and red hands in the swimming pool. The swimming teacher is responsible for the teaching of swimming but class teachers remain responsible for the overall behaviour of the children. The swimming teacher is not to be left alone with the class. Children must be accompanied while at the pool by either a TA or teacher at all times. If the child's behaviour is putting themselves or others at risk, then the radio asking for SLT is to be used immediately. Not listening takes a higher precedence in the pool than in the classroom for health & safety reasons. Otherwise the traffic lights procedure applies.

Policy for Off site activities: Diamond Rules still apply. If a child is unable to follow the Diamond Rules they are to remain with the class teacher. If their behaviour continues to deteriorate or becomes dangerous then arrangements will be made for either a parent or member of staff to collect the child. In some instances it may be the case that a child cannot go on a school trip without a family member accompanying to reduce risk.

Positive Handling (physical intervention): A core group staff at Southcote are trained in a technique called 'Team Teach' which enables adults to keep children safe through de-escalation (calming down) and ways of holding a child physically so they cannot cause physical harm to themselves or others. The use of physical intervention is likely to be legally defensible when carried out according to the training, where reasonable force is used and where there are risk assessments alongside care plans for children likely to require positive handling. Appendix 3 shows the six stages of crisis. This tool helps us to understand what a child goes through during crisis and highlights the importance of our approach, tone of voice and body language. If good de-escalation techniques are used most children will not reach crisis point.

Children beyond the policy: It is important to help these children identify small achievable targets so that they can then experience success. They are often afraid of their own behaviour and don't believe they are able to regain control. This procedure is for children who have not responded to the usual sanctions and incentives. It is important that the rest of the class should be part of the contract so they are aware of any perceived unfairness or differences in dealing with the child who has gone beyond the policy. The children are still expected to follow the Diamond Rules and to be subject to the traffic lights.

The traffic lights may include statements from the Boxall profile, breaking the Diamond Rules and traffic light system down into smaller steps which may make it easier for some children to understand and follow.

Contracting: Identify with the child, actual behaviour(s) that need to be discouraged and behaviour that needs to be encouraged (target). Discuss with the child what the positive pay off will be – is this better than the negative one? What would be, for the child, a very good immediate reinforcement?

Points to remember:

- Target, to begin with, must be small and attainable.
- Re-enforcement must be at least daily.
- The aim of the target is to widen it to share with all.
- Contract needs constant assessment – contract changing needs to have all members of staff involved notified.
- It is essential that the contracts are signed and the teacher keeps strictly to the agreement.

The class also has to have re-enforcements or treats when supporting a child on the contract. This raises the child's popularity as she/he is seen as the instigator of the 'treat'. This changes the child's self-image so that eventually she/he perceives themselves as worthwhile.

Where it is appropriate, children may have individual behaviour plans which state more specifically the actions required to maintain positive behaviour and order.

If a child fails to achieve the targets, and the targets are achievable, the Head / SENCo will consider referral to the CAT and setting up a PSP which will detail clearer plans as to how to aid the child in achieving their positive behaviour targets.

Agreement with teachers, children and pupils: Every child at Southcote Primary School is expected to have a home-school agreement that the child, teacher and parents have signed. The contract clearly sets out the expectations that the three parties have of each other in order for the children to learn and to follow the positive behaviour policy. The contract may be referred back to in any instances of the parents being called into a meeting to discuss their child's behaviour. The contracts will be renewed annually in the diaries at the beginning of each academic year.

Appendix 1.

Time out in class:

FS	5 mins
KS1	5 mins
Nurture	5 mins
LKS2	10 mins
UKS2	10 mins

Partner class:

FS	To go to year 1 until the end of that session, with a book
KS1	Usual partner class for 30 mins, with work
Nurture	Usual partner class for 30 mins, with work
LKS2	Until the end of that current session (break, lunch or end of day) depending on when they arrived, with work
UKS2	Until lunchtime or the end of the day depending on when they arrived, with work.

Appendix 2

Script for children out of class or refusing:

You are out of class

You need to be in class

You are going back into class.

Thank you

I am only going to tell you three times

I have told you once and now I am telling you again:

You are out of class

You need to be in class

You are going back into class

Thank you

I am only going to tell you three times

I have told you twice and now I am telling you again:

You are out of class

You need to be in class

You are going back into class

Thank you

I am only going to tell you three times

This is the last time I am going to tell you and then you will have to go to partner class:

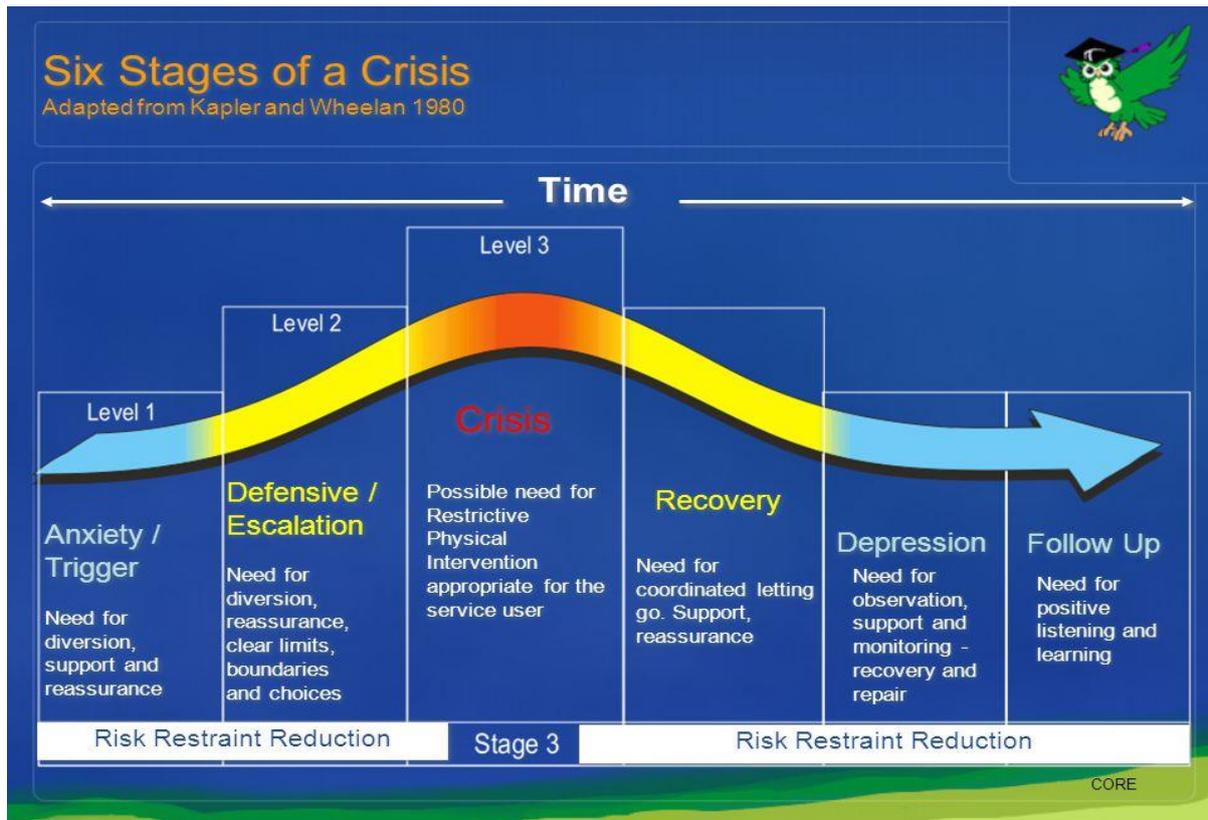
You are out of class

You need to be in class

You are going back to class

Thank you

Appendix 3



It is essential to remember the six stages of crisis when dealing with a child. Too often we ask for understanding and remorse too early after crisis has occurred. Do not expect the child to apologise until the follow up stage. It can take as long as an hour for the adrenaline levels in a child to lower enough to enable them to understand what has taken place.

Signed	L Telling	EXECUTIVE HEADTEACHER
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Date	6 th December 2016
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Review Date	Autumn 2017
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