

HOLDEN LANE PRIMARY SCHOOL



POSITIVE BEHAVIOUR MANAGEMENT POLICY

Date: September 2023

Rationale

- To establish a positive and whole school approach where praise outweighs blame and where the whole school community supports this policy.
- It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Objectives

- For pupils to feel valued no matter what their level of ability
- For pupils to approach all areas of school life with confidence and enthusiasm
- To establish a whole school approach which supports consistency and fairness in relationships with pupils
- To establish positive strategies and procedures to support our school aims, slogan, mission statements and values.

Context

At Holden Lane Primary School, we believe that self-esteem is of paramount importance in all areas of development and it is from this basis that our whole school positive behaviour policy has evolved. This reaches out in all subject areas including personal, social, moral and cultural development. It applies to all pupils regardless of race, ethnicity, gender, religious background or ability. This policy should therefore be read in conjunction with other policies that compliment it.

Our School Values

Our School Values have been developed by the School Council and underpin the ethos within the school. The School's STARS values are:

S	Safety
T	Trust
A	Achieve
R	Respect
S	Support

In-line with the DFE's guidance issued regarding the wider re-opening of primary schools from 1st June 2020 following the Covid-19 pandemic (published 14th May 2020), the STARS values have been updated to reflect the school's new routines and have been communicated to staff, pupils, parents and governors. The revised STARS values can be found in Appendix 1 of this policy.

Rewards

1) General

- Favourable comments should be entered on pieces of work (see Marking and Feedback Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations.

- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Leaders, Peer Mediators, and School Council etc.
- Above all, praise and encouragement in and out of lessons should be used.

2) **Whole School Reward System: 'Rainbow Slips'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Rainbow Slips'. Rainbow Slips may be awarded for any actions, deeds or attitudes which reflect the school STARS values and may include: -

- S – Safety
- T - Trust
- A – Achieve
- R – Respect
- S – Support

When awarding the Rainbow Slip the member of staff should reinforce the good behaviour e.g. 'Here is a Rainbow Slip for sharing with your group,' and link this to the STARS value that it relates to.

Once awarded, a Rainbow Slip can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A 'Rainbow Slip' can be awarded by any staff member to any child at any time. All staff should carry 'Rainbow Slips' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Award: half a day in school reward
- Silver Award: half a day which can be taken as an out of school visit
- Gold Award: a full day which can be taken as an out of school visit

Use of Zone Boards

Zone Boards are a visual tool to help pupils understand what behaviour is expected of them in our school. Zone Boards are used during learning and the school day to promote positive behaviour. Pupils are taught that reflecting the school values will ensure that they remain in the green zone, which is praised. All pupils begin the day in the green zone and can be moved into silver or gold when they are demonstrating better than expected behaviour. However, if a pupil fails to follow the school values, they will be given a warning followed by a move into the amber zone. There are no consequences to being in the amber zone. Once the pupil begins to follow the school values they will be moved back into the green zone. Occasionally, pupils may continue to break the school values when in the amber zone, which will result in their name being moved into the red zone. An established hierarchy of consequence is in place and followed for pupils who are moved into the red zone (See Sanctions).

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, school leaders, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their behaviour is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'that was not a good choice because...' and not 'You are a not being good'.

Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. The Hierarchy of Consequences should be discussed with children and displayed clearly in each classroom (see Appendix 2).

If unacceptable behaviour occurs:

(Class Teacher): Use Usual Classroom Strategies

- Polite but firm requests, (no more than three). Consider repositioning, separating etc.

If unacceptable behaviour continues, begin the steps below:

Step 1 (Class Teacher): Give Final Warning

- Use the agreed phrase, 'This is your final warning. Do you understand?'
Move into 'Amber' on the Zone Board.
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. *Children should be encouraged to move back into 'Green'.*

From now on no more warnings. Take action.

Step 2 (Class Teacher): ICE (In Class Exclusion)

- Child sent to designated area of classroom.
- 5 -10 minutes sitting alone in order to reflect, calm down etc. without causing disturbance.
- Classroom ABC monitoring sheet to be completed.

If behaviour improves return to lesson. If not, move to Step 3.

Step 3 (Class Teacher): Complete Behaviour Recovery Sheet

- Child sent to designated area of classroom.
- 5 -10 minutes sitting alone in order to reflect, calm down etc. without causing disturbance.
- Child will complete a Behaviour Recovery Sheet, in their own time, and think about how to improve their behaviour (See Appendix 3).
- Behaviour Recovery to be placed into section of Behaviour folder.

If behaviour improves return to lesson. If not, move to Step 4.

Step 4 (Class Teacher/ SLT): Work In Another Room

- Child escorted to member of the SLT team.
- Children provided with learning activity to complete in another room.
- Up to 1 hour working alone without causing disturbance.
- SLT staff to record using Incident Forms for monitoring purposes. (See Appendix 4).

If behaviour improves return to class. If not, move to Step 5.

Step 5: (SLT/ Head): Senior Leader to Ring Home

- Child escorted to member of the SLT team
- SLT to contact parents by phone to discuss immediate targets and next steps as a result of escalating to Step 5 of consequences.
- SLT staff to record using Incident Forms for monitoring purposes. (See Appendix 4).

If behaviour improves return to class. If not, move to Step 6.

Step 6 (Head /Deputy Head/ Head of Pastoral Care /Class Teacher): Parents invited into school

- If a child ends the day in red 3 times, then parents are invited into school.
- Parents invited to speak to SLT and discuss Pastoral Support Programme.
- Parents informed that child's behaviour is causing serious concern.
- Record using Parent Discussion Form (See Appendix 4).
- Discussion with Class Teacher/Team Leader / Head/ SENCO/ Head of Pastoral Care: consider the need for School Profiles.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Further meetings with parents to investigate possible causes/alternative strategies i.e. parents working alongside child or adaptations to the school day for the child.
- Referral to multi agencies i.e. Inspire / Educational Psychologist etc.

If the concerning behaviour continues:

**Step 7 (Head /Deputy Head / Head of Pastoral Care / Class Teacher):
Pastoral Support Programme (PSP)**

- Teacher completes a Boxall to identify areas of strength and concern.
- PSP Meeting/ Structured Conversation with parents and child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider level of Special Educational Needs.
- Consider Early Help support.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP. If PSP failed, move to Step 8.

**Step 8A (Head /Deputy Head/ Head of Pastoral Care / Class Teacher):
Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child must uphold in order to remain in school.
- Further sanctions as an immediate consequence of breaking the contract.
- Reviewed weekly.

If behaviour improves return to PSP. If not move to Step 8B.

**Step 8B (Headteacher): Internal Exclusion
(up to 5 days)**

- Child has no contact with own class or classmates.
- No access to playground.
- Parents, Chair of Pupil Discipline Committee, informed by letter.
- INSPIRE provision to be explored.

If behaviour improves return to class on a Behaviour Contract or PSP. If not move to Step 9.

**Step 9 (Headteacher) Fixed Short Term Exclusion
(up to 45 days per year)**

Following latest government guidance:

- Parents, Chair of Pupil Discipline Committed (Follow LA procedures for Fixed Term Exclusion).
- Parents may make representations to Pupil Discipline Committee.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP. If not move to Step 10.

Step 10 (Pupil Discipline Committee): Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

The Role of Staff

All adults involved with our pupils are expected to support and model this policy which will be reviewed regularly. Parents' evenings and written reports should celebrate positive achievement but are also an opportunity to set targets with parents. It should be remembered that support from parents at an early stage is essential.

Staff will undertake to:

- Create a calm and purposeful classroom atmosphere
- Be well organised
- Be constructive and positive
- Reward good behaviour and all the efforts of the pupils instantly
- Be specific about what is expected and what is unacceptable
- Deal fairly, but effectively with the unacceptable behaviour
- Remember that it is the behaviour that is unacceptable, not the pupil
- Deal with minor incidents in accordance with our Zone Board guidance
- Consider how groupings of pupils can affect behaviour
- Ensure that work is matched to ability and is engaging
- Give supportive corrective feedback
- Ensure that the learning and/or behaviour targets are appropriate and realistic for the pupil
- Avoid sanctioning whole groups for activities of individuals
- Consider reasons behind behaviour
- Complete pupil incident sheets and store in the purple file
- Inform parents of any problems
- Be an example of excellent behaviour to the pupils in all matters.

External Behaviour Support

As a school we have access to many different support mechanisms and groups to ensure that our pupils thrive. We have access to the resources and support from the INSPIRE unit that is attached to a local specialist school. Pupils are able to spend time at the unit and we have practitioners from the unit who work with our vulnerable pupils in a supportive role. We are also supported by the external agencies who regularly visit our school to work with staff, to support in ensuring that the pupils who experience difficulties are able to improve their behaviour.

Persistent Problem Behaviours

Pupils whose needs are not met by our school policy will be monitored by the class teacher and the support staff. The result of this will be a carefully formulated behaviour support programme that will have been created by the class teacher, support staff, Head Teacher, Deputy Head Teacher, Head of Pastoral Care, SENCO, Learning Mentor, pupil and parent. The behaviour support programme should target and support particular problem behaviours which will be reported on at the end of each session of the school day. The Head of Pastoral Care and Deputy Head Teacher will review targets regularly to ensure that appropriate support is provided.

Serious Incidents

- The safety of any pupil has been put into jeopardy
- Abuse has been levelled at a member of staff, visitor or passer-by
- Racist incident, theft or vandalism

Contact with parents and carers will be made if an incident of this type occurs. The parent of the victim will also be contacted and informed of the action being taken.

The parent of the offending pupil may be given the opportunity to take the pupil home to avoid further confrontation, or the Head Teacher may exclude the pupil for a definite period. The Head Teacher may also recommend that the pupil attends the INSPIRE unit for a fixed period. The parent should be carefully informed in detail with a written record of the reason for exclusion and their right to appeal to the Governors or LA within a set time limit. The Chair of Governors and LA will be informed of the exclusion and an appeals committee will be available if the parent wishes to appeal to the Governors.

The pupil's behaviour will be monitored upon their return to school in order to give appropriate support, where this is available within the resources of the school. If there is no improvement, the Governor's Discipline Committee may decide to permanently exclude the pupil with the same right of appeal. This may also occur if the initial incident is of sufficient severity.

The Head Teacher may feel it necessary, for reasons of safety or in order to protect the pupil's continuing attendance at the school, to ask parents to take the pupil home at lunchtime.

The ethos and philosophy of the school is one which seeks to support the individual needs of all pupils to make progress in all aspects of their development and decisions to exclude pupils are taken only as a last resort. All pupils have the right for their learning to continue without interruption or distraction and this must be protected through our policies. Every reasonable effort will be made to ensure continuity and progress, but the above guidelines strive to give clear detail to procedures where problems cannot be resolved within the resources of the school.

Use of Control to Restrain Pupils

In extremely rare circumstances, it may be necessary to use reasonable force. Restrictive physical intervention is rarely used at Holden Lane Primary School. The main reason for using restrictive

physical intervention is to bring a dangerous situation under rapid control in order to keep people safe. (For example: Pupils throwing a heavy object at/ near other members of the school community). [Section 550A, DFE Circular 10/98].

The examples below indicate some of the circumstances in which restrictive physical intervention may be used at Holden Lane Primary School: -

- To prevent a pupil causing injury to themselves or others
- To prevent damage to property
- To prevent a pupil committing any offence

Reasons for use: -

- To break away or disengage from dangerous or harmful physical contact, for example, if a pupil has grabbed your arm in a threatening manner
- To separate a person from a 'trigger', for example, by removing one pupil who responds to another by physical aggression
- To protect a pupil from a dangerous situation, for example, the hazards of a busy road or from injuring themselves or others.

All of the above, we at Holden Lane Primary School deem to be in the pupil's best interests.

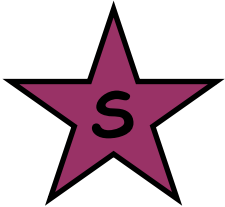
Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.' However, the use of restrictive physical intervention for this purpose is not acceptable at Holden Lane Primary School.

Monitoring, Evaluating and Review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

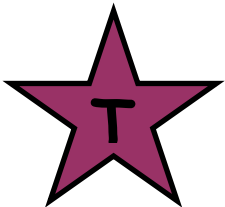


Holden Lane Primary School STARS Values



Safety ~ Social distance

Maintain a safe distance from other people.



Trust ~ Tell an adult

Tell an adult if you feel worried or unwell.



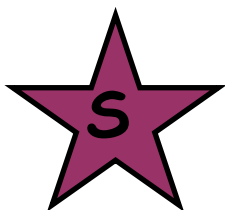
Achieve ~ Stay alert

Use your own resources.
Follow our safety systems.



Respect ~ Reduce contact

Respect other people's personal space.
Stay in your 'bubble'.



Support ~ Stay clean

Support other people by staying clean.
Wash your hands and avoid touching your face, mouth and eyes.
Change your clothes daily.


APPENDIX 2

Hierarchy of Consequences



What happens if I do not follow our school values?

- I receive a warning followed by a move into the amber zone.
- If I follow the school rules, I can be moved back into green without a consequence.
- If I do not follow school rules after my warning I will be moved into red zone.
- I can be moved straight to the red zone if my behaviour disturbs others and prevents them from learning.



What happens if I go into red?

1. ICE (In Class Exclusion)
I will be asked to sit on a separate table or area in my class.
2. Complete a Behaviour Recovery Sheet
I will miss minutes from my break to complete a sheet and think about how to improve my behaviour.
3. Work in another room
I will be asked to carry on with my learning in another room.
4. School leader to ring home
A school leader will phone home so I can talk about my behaviour with a parent or carer.

Staff Information

- Pupil receives a warning followed by a move into the amber zone.
 - Pupil moves straight into the red zone if behaviour disturbs others and prevents them from learning effectively.
1. ICE (In Class Exclusion)
Pupil to be excluded within own classroom on a separate table or area
 2. Complete a Behaviour Recovery Sheet
Pupil to miss minutes off break to complete sheet with the opportunity for reflection
(Teams to organise supervision)
 3. Work in another room for an agreed period of time
Pupil to complete learning activity within another class
 4. Involvement of Senior Leadership Team
Phone call home with the opportunity for pupil to speak to their parent or carer
 5. Parent and Senior Leadership Team
If pupil has ended the day in red 3 times, then Parents or carers will be invited into school to discuss their child's behaviour.

Reviewed: September 2023

To be reviewed: September 2025