

# Positive Behaviour Policy



## **Lower Halstow and Newington CEP Schools Federation**

**‘Respect, Honesty, Kindness, Perseverance’**

**‘Welcoming, Forgiving, Generous, Flourishing’**

Created: September 2018 Updated: March 2023

Approved	Team	Review
10.10.18	SLT	Autumn 2019
18.09.19	SLT	Autumn 2020
23.11.20	SLT	Autumn 2021
29.09.21	SLT	Autumn 2022
Autumn 22	SLT	Autumn 2023
March 23	SLT	Spring 24

## **Aims**

Our aim is that all of the children should be able to behave in socially acceptable ways, to:

- treat other children and adults with respect, showing impeccable manners
- have self-confidence and high self-esteem, reflecting a positive work ethic

To encourage this, the staff will:

- communicate clear and consistent boundaries and stick to these
- treat all children and adults with respect and model impeccable manners
- praise children's efforts and achievements
- explain to children what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements

## **Our approach**

In the Federation, we adopt a positive approach to behaviour management, providing a range of rewards and sanctions accessible to all pupils within a structured, disciplined, safe and orderly environment. We promote the rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning. This caring and supportive ethos is reflected in how our classes are organised, how pupils share and support each other and how incidents are dealt with. Our school rules (appendix 1) also reflect our positive approach. At Newington this approach is taken through the lens of Christianity and our Christian Values, which inform all discussions that take place and our response to any incidents.

The teaching of sociable behaviour is done by discussing incidents as they occur in daily life and through moral themes during acts of collective worship, circle time and PSHE lessons. Targeted social groups for pupils who need additional support are also provided.

## **Rights**

All children and staff in the Federation have a right to a safe and secure environment, free from humiliation, fear of oppression and physical and verbal abuse. Whilst clear and firm messages including directly challenging poor behaviour may sometimes be required for the safety of the pupils, sanctions and interactions are never humiliating.

## **Responsibilities:**

**Governors:** Governors create a set of behaviour principles and review these annually. These inform the policy in school.

**Staff:** The school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour. The Executive Head Teacher has overall responsibility for behaviour and this is delegated to each Head of School on a day to day basis.

**Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations and should work with the school to communicate these expectations.

**Pupils:** Pupils have responsibility for ensuring their own behaviour meets the expectations set out by the school. This includes informing adults where they see or experience behaviour that does not meet those expectations so it can be promptly dealt with.

Shared values and a collective responsibility between parents and all staff at the school are crucial as we strive to build, support and maintain positive behavioural attitudes. This creates a stable, safe and reassuring environment for all our young people to flourish in.

School contact information for behaviour management  
Newington CEP School – Head of School Simon Krafft 01795 842300  
Lower Halstow School – Head of School Michelle Crowe 01795 842344  
Governor with Responsibility for behaviour and attitudes -

## **Reward System**

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is highlighted and celebrated. In addition, the following formal recognition systems may be used.

- Individual and class reward systems
- Sharing good work and good attitudes with Senior Leaders.
- The careful display of children's work
- House points - House Points are awarded for positive behaviour and when awarded, the member of staff refers to the relevant school value. House Points are awarded via a tally chart in the class, and are then displayed centrally, allowing all to view the current House Points accrued within the term. This is celebrated weekly in celebration assemblies and staff are also in houses and can receive points to demonstrate the value of this collegiate system  
At the end of each half term, the House with the largest number of House Points is celebrated.
- 'Star of the Week', these are displayed in the corridor or school hall
- At Lower Halstow there is a 'children's choice' star of the week in each class and at Newington there is a value award winner chosen by the class teacher.
- Informing parents of achievements, including pings home to all those mentioned in celebration assembly and occasionally from class teachers outlining what aspect of learning they have achieved particularly well in
- Specific, targeted, individual recognition arrangements for those pupils with a behaviour support plan

## **Consequences**

Sanctions have three main purposes, namely to:

- impress on the child that what they have done is unacceptable; by them taking responsibility for their behaviour
- deter the child from repeating that behaviour; by finding out what led to the behaviour
- signal to other pupils that the behaviour is unacceptable; by focusing on the impact of their behaviour on others and taking restorative steps

For more extreme behaviour, sanctions may also have the purpose of keeping other pupils safe.

## **Outside the classroom**

For behaviour during break and lunchtimes that warrants more than a verbal warning, or where the circumstances are unclear, pupils will be able to informally sit with a member of staff, usually the Head of School, to talk about what happened and if needed work through a behaviour record sheet (appendix 2). This allows pupils the opportunity to reflect on the antecedents to a behaviour, describe what happened in their own words and reflect on the impact of their behaviour on themselves and others. These incidents are recorded in the SLT behaviour book (LHS) or on CPOMs (NCEP).

## **Inside the classroom - Behaviour ladders (Instant feedback)**

In the Federation, we believe that a culture of regular communication and feedback to pupils and their parents is key to assisting and supporting each child within and towards the next stage of their development. Our aim is to continually feedback to children regarding the impact of their behaviour on themselves and others taking a positive approach. One method of doing this is through the use of in-class '*behaviour ladders*' (appendix 3) that inform each child of 'how well they are doing' at any given time. These reinforce positive behaviour for learning and identify behaviour that is negatively impacting on learning and are a straightforward way of communicating standards of behaviour to parents. It is important that every child has a fresh start every day and starts on the middle of the ladder. The movements up and down the ladder during the day are an internal class matter and only pupils who end up at the bottom of the ladder are entered into the class behaviour book. Teachers decide on an appropriate consequence such as paying back wasted learning time, removal of privileges or time out. In some cases this may mean time spent with senior leaders to secure a positive learning environment for the rest of the class. Likewise positive movement is celebrated.

For pupils who find showing positive behaviour for learning challenging, there are weekly support sheets (see appendix 4) which are filled in each session (inc break and lunchtimes), then shared with a senior leader at the end of each day and parents at the end of each week. These are a form of positive reinforcement, giving a fresh start every lesson and children choose a goal to work towards. Time is also spend reflecting on the positive impact of behaving well in class.

If behaviour does not improve with positive reinforcement or there is no simple pattern to behaviour then the STAR approach (see appendix 5) is used to identify possible triggers for poor behaviour record the impact of strategies used to deal with this.

## **Procedure for dealing with major misdemeanours or persistent low level disruption**

Parents will be invited into school to discuss the matter and to plan for partnered work with the school staff to overcome the behaviour challenges. This may include periods of working outside the classroom with other members of staff if the behaviour is impacting negatively on other pupils.

For ongoing problems, the Inclusion Manager will be consulted in order to create an individual behaviour support plan (see appendix 6) for a child who may be encountering behaviour, emotional and social difficulties.

Fixed-term exclusion **will only be used as a last resort**. In the case of longer term exclusions, the governors will be consulted and, ultimately, as a final resort, a permanent exclusion may be enforced. Action will always be taken in accordance with LA guidelines. In the case of racism or homophobic language the LA's reporting procedures will be used.

## **Educational visits**

The health and safety of all pupils will be considered first and foremost with regard to educational visits. The school expects all pupils to abide by school rules and follow instructions. Where this is a concern, the school will discuss with the parent what support can be put in place to enable the child to fully participate. This may include requesting that the parent accompany the trip to take responsibility for their pastoral care or this is not suitable/safe then alternative provision on-site may be arranged.

See Anti-Bullying Policy, Equal Opportunity statement and SEND policy for more information in regard to behaviour.

### **Roles and responsibilities**

#### **Everyone**

Read the behaviour policy and anti-bullying policy and follow the guidelines within it

#### **Lunchtime supervisors**

Read the staged response plan for playground behaviour (appendix 8)

Read the strategies for dealing with playground behaviour (appendix 9)

To inform the head of school of any behaviour concerns

To be pro-active and vigilant and ensure that all areas are monitored and children are occupied

#### **Teaching assistants**

Read the staged response plan for in class behaviour (appendix 7)

To praise and celebrate children's achievements using the various systems available

To inform the class teacher of any behaviour concerns

To follow up any incidents that have occurred in the classroom (when covering the class)

#### **Teachers**

Read the staged response plan for responses to in class behaviour (appendix 7)

To praise and celebrate children's achievements using the various systems available

To inform senior leaders of any behaviour concerns

To follow up any incidents reported by lunchtime supervisors or that have occurred in class

To inform parents of any serious behaviour incidents or on-going concerns

#### **Inclusion Manager / SENCO / FLO / Well-being assistant**

To lead / attend pastoral team meetings

To observe and report on pupils of concern

To create and monitor behaviour support plans

To support staff when dealing with challenging behaviour

#### **Head of School**

To support staff in the implementation of the behaviour policy

To praise and celebrate positive behaviour through a weekly celebration assembly

To supervise pupils who have been exited due to serious disruptive behaviour

To attend pastoral team meetings when needed

To contact / meet with parents when needed to support other staff

To review behaviour records (green class logs) at least termly and report to EHT

#### **Executive Headteacher**

To monitor the effectiveness of behaviour policy

To implement exclusion and inform the Chair of Governors

To support Heads of School in dealing with more serious or persistent behaviour

#### **Governors**

The Chair of Governors will be informed of any exclusions by the Executive Headteacher

The Chair of Governors will be informed of 'managed move' by the Executive Headteacher  
The Chair of Governors will convene an appeal panel in the case of appeal against an exclusion

### **Parents**

Parents are actively encouraged to be involved and take responsibility for their child's behaviour and to work in partnership with the school for the good of the child. Parents choosing to enrol their child in the Federation are expected to support this approach and any sanctions imposed. Parents can discuss behaviour at drop-in sessions or parents evenings as well as having informal discussions at the end of the day or specially convened meetings in the case of more serious behaviour concerns.

Whilst parents will be informed and/or involved where appropriate in ongoing arrangements, each school has the ultimate responsibility for sanctions and parental permission or agreement is not required for sanctions that take place during the school day.

## Lower Halstow and Newington CEP Schools Federation



### Our Rules

These are linked to our 4 federation values

The words in brackets are examples given by the pupils

#### **We are respectful**

(We show good manners, welcome everyone, listen carefully, care for property and our school environment)

#### **We are honest**

(We own up to our mistakes and we don't gossip)

#### **We are kind**

(We keep our hands and feet to ourselves, use kind words and help others through our generosity)



#### **We persevere**

(We always try our best and never give up to help us flourish)

At Newington CEP School the additional rule of

**We forgive** is in place to reflect the school's Christian Ethos and all 4 Christian values of the school - Welcoming, Flourishing, Forgiving, Generous.

## Appendix 2

 <h3 style="margin: 0;">A Record of My Behaviour</h3> 		
Name: _____		Class: _____
Staff member dealing with incident: _____	Year: _____	Date: _____

<p style="text-align: center;">Cause</p> <div style="border: 1px solid black; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What Happened?</div> <div style="border: 1px solid black; height: 250px; margin-top: 10px;"></div>	<p style="text-align: center;">Effect</p> <div style="border: 1px solid black; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 80px;"></div>
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*What caused you  
to behave in this  
way?*

*What is the effect  
of you behaving in  
this way?*

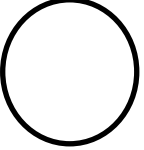
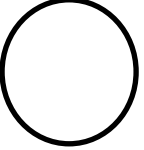
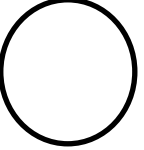
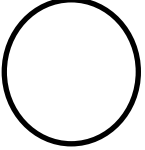
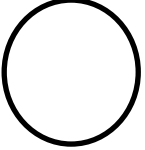
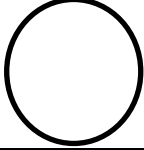
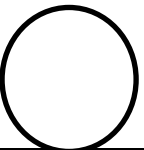
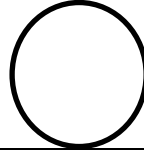
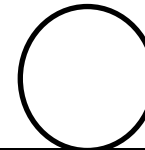
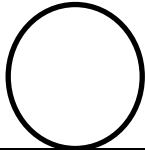
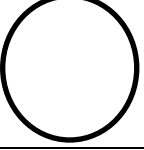
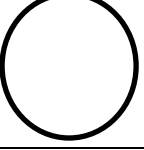
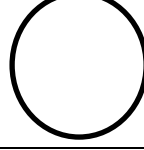
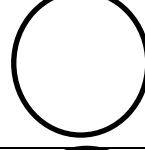
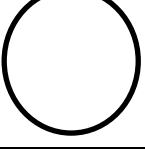
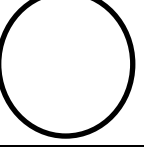
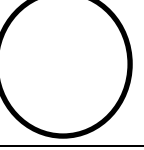
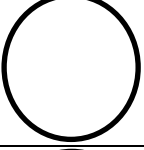
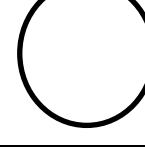
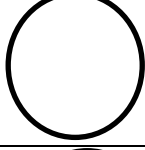
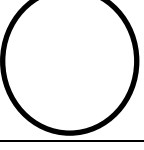
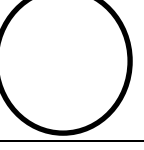
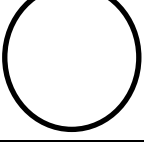
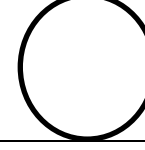
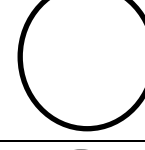
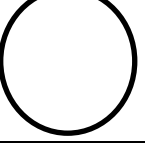
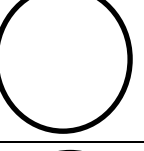
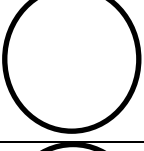
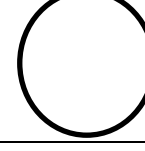
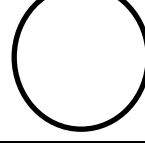
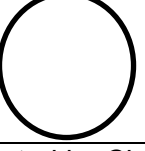
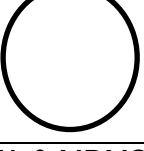
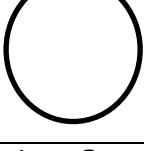
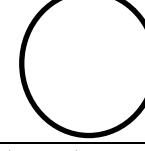
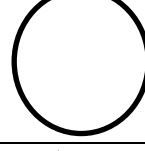


### Appendix 3
















































Each teacher can create their own visual feedback chart alongside the children using their chosen scale. We have busy bumble bees, rockets, rockstars, simple colours and more. Charts range from 4 to 5 scales. With charts for Y5/6 tending to be simpler and shorter. Some class uses avatars, photos or the children's own drawings instead of pegs. Some classes have a 'fancy' peg for children to use temporarily as a reward. Moving down the chart is a visual prompt for all adults in the room and the rest of the class that someone needs some extra support and encouragement to turn their behaviour around and get back up the chart. The mechanism is supportive and there is no 'name and shame' culture.

### Appendix 4a

	<u><b>Monday</b></u>	<u><b>Tuesday</b></u>	<u><b>Wednesday</b></u>	<u><b>Thursday</b></u>	<u><b>Friday</b></u>
<b><u>1</u></b> 8:30-10:30					
<u><b>Break &amp; entering classroom</b></u>					
<b><u>2</u></b> 11-12					
<u><b>Lunch</b></u>					
<b><u>3</u></b> 1:15-2:30					
<b><u>4</u></b> 2:30-3:15					
<u><b>Going home time</b></u>					
To be completed by Class teacher, TA & MDMS using 'Red, Amber, Green' with individual targets and rewards to be set.					

Appendix 4b

Name: _____									
Week Beginning	Registration			Break		Lunch	Assembly		
Mon									
Tues									
Wed									
Thur									
Fri									

## Appendix 5

### 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 <b>just before</b> 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?	

## Appendix 6

### Positive Behaviour Support Plan (BSP)

Pupil name		Name of person completing PBSP	
Other staff involved		Have parents been involved in creating the plan?	
Date		Review date	

Description of behaviour (Operational description of behaviour & what it looks like)	Known setting events (hunger/thirst, noise, presence of others, transition, lack of sleep)	Known triggers (What immediate events trigger the behaviour)	Proactive strategies (1) (Avoiding known setting events, skills teaching)	Early behavioural indicators (warning signs that the child is becoming angry)	Preventative strategies (2) (Redirection, verbal, or non-verbal techniques).	Reactive Strategies (3) (Behaviour under control as quickly & safely as possible)	Post incident support

## Appendix 7

### Response to Poor Behaviour In Class:

Stage	In class Behaviour	Response	If twice in one week or repeatedly weekly	Behaviour Support Plan
1	Child misbehaves at a low-level in class once	CT gives a verbal warning		
1	Child misbehaves at a low-level in class again	CT give a warning and moves child's name accordingly		
2	Child misbehaves at a low level again	The CT may move the child if they are disrupting others, or give them a timeout for a short period (sand-timer with younger children). CT organises for child to miss some play/lunch/privilege - this is supervised by the CT. <i>Recorded in green log book</i>		
3	Child misbehaves at a low-level again	Child sent with their work for time out in partner classroom <i>Recorded in green log book</i>	CT speaks to parent to discuss in class strategies to improve behaviour and set a review date. <i>Recorded on record of contact form</i>	CT discusses child with Inclusion Manager to decide if the child needs additional support.
4	Child misbehaves again <u>OR</u> if a one off serious incident such as physical attack on another child or swearing	CT sent to a member of SLT for timeout and a consequence. CT phones home or speaks to parent at the end of the day. <i>Recorded on record of contact form</i> If there is a 'victim', the CT or SLT contacts the victim's parents by phone after the incident has been investigated, the response decided and that the 'Perpetrator's' parents have been called. The victim's parents to be aware of the response to the perpetrator	CT & SLT arrange to meet parent and child and place the child on in-class report. <i>Recorded on record of contact form.</i> Child comes off report when they achieve two full weeks of 'greens' and a review date after 4 weeks is set to ensure behaviour stays good	CT & the Inclusion Manager meet the parent to discuss referrals to external agencies. A Behaviour Support Plan may be appropriate at this stage. <i>Recorded on record of contact form / BSP</i>  Inclusion Manager urgently reviews child's support in class and triggers agency response if necessary through LIFT.
5	Behaviour does not improve significantly and child continues to go through stages 3 and 4 <u>OR</u> Child is involved in a one-off serious incident (e.g. seriously hurting another child, threatening adults etc.	CT and SLT meet with parents to review behaviour and instigate the following progressive consequences: Headteacher report. When on HT report, pupils have special privileges removed. These could be positions of responsibility within the school or attendance on school trips. This could also involve: in-school exclusion (1:1 with an adult away from all others) lunch exclusion, fixed-term exclusion, permanent exclusion		HT and CT notify Inclusion Manager who calls an emergency PSP meeting with the Local Authority / Exclusions Officer

## Appendix 8

### Response to Poor Behaviour At Lunchtime:

Stage	Lunchtime Behaviour	Response	If twice in one week	Behaviour Support Plan
1	Child misbehaves at a low-level once	Supervising Staff gives a verbal warning		
2	Child misbehaves at a low-level again	Supervising Staff gives child timeout on the bench or asks them to stand with them for a period of time		
3	Child misbehaves again after previous warning  Or is involved in a one-off more serious incident e.g. hurting another child, swearing, not following adult instructions.	Supervising Staff remove child from the playground, makes HoS aware.  CT phones home or speaks to parent at the end of the day, including parent of 'victim' if there is one.  CT may request further SLT involvement if necessary to support this action.	HoS & CT arrange to meet/speak to parent and child. If necessary, additional reporting is put in place. e.g. lunchtime behaviour book, allocated key worker Child comes off report when they achieve a full week of greens and a review date after 4 weeks is set to ensure behaviour stays good	SLT and CT speak to Inclusion Manager and meet with parent to consider further support Pastoral team review child's support at lunchtimes and trigger agency response - if necessary.
4	Behaviour does not improve significantly and child continues to go through stage 3 OR Child is involved in a one-off unusual <u>serious</u> incident - intentional physical harm, harassment	CT and SLT HoS meets/speaks with parents to review behaviour and instigates the following progressive consequences:  Lunch exclusion Fixed-term exclusion (EHT to be involved) Permanent exclusion (EHT to be involved)		HoS and CT notify Inclusion Manager who calls an emergency PSP meeting with the Local Authority / Exclusions Officer (EHT to be involved)

## **Appendix 9**

### **THREE LEVEL STRATEGIES FOR DISCIPLINE IN THE PLAYGROUND**

<b>LEVEL ONE</b>	
Visible behaviour management  Simple direction Deflection Diffusion (Humour if appropriate) Rule restatement Question and feedback Taking a child aside Short time out (lighthearted)	When children are reporting poor behaviour ensure <u>you are seen</u> speaking to the child in question (this can be a gentle reminder /relaxed conversation) to give children confidence that poor behaviour is dealt with swiftly and prevent escalation or retaliation. "Thank you for doing the right thing and telling an adult - I will speak to them". Expect compliance and turn away "Treat other children kindly Fred – thanks" Engage the child in conversation about an unrelated matter, or give them a job to do.  You know the rule – we treat each other kindly. Use it thanks". "What are you doing?" "What should you be doing?" "Play fairly then – thanks." "Stand with me for a moment so we can chat about why things are going wrong". "Take a few moments to reflect. Go and sit on the bench/classroom - come back to me when you are ready to show school values and tell me how you are going to do this"
<b>LEVEL TWO</b>	
Repeated simple direction Self-serve option  Choice Consequence Longer time out (more formal)	"Last reminder to treat others kindly Fred – thanks" In disputes give children time together away from the situation to come up with their own solution and present it to you. Make the alternative unpalatable e.g. time out on a bench/stopping a game, so they 'team up' to solve the problem. "You have the choice, either ..... or ....." "I gave you the choice/reminder, now you will play/stand over there ....." "You need to stand with me/by the wall for 5 minutes to reflect and calm down. When you come back you need to convince me that you will behave better."
<b>LEVEL THREE</b>	
Including any physical altercation Send to Pastoral team / SLT	You have been given chances and warnings / physical violence is unacceptable, so now you need to leave the playground to talk about your behaviour (Send someone with them).

**All three stages should be carried out with non-aggressive tone and body language.**

**Issue short, non-emotional commands, turning away and expecting compliance.**

**Do not use force. Avoid confrontation.**

**Be meticulous in following up consequences and ignored behaviour. If you state they will have a time out /stand with you, then do this.**