



Positive Behaviour Policy

October 2024

Date Agreed by Governors:

Review Date: Autumn 2025

Signed: _____ (Chair of Governors)

Signed: _____ (Head teacher)

Principles

Vision: ***'Growing together, respecting each other.'***

Our Sherdley Values:

- Aspiration
- Potential
- Challenge
- Resilience
- Family

Mission Statement: To inspire children to achieve their true potential in a happy and safe environment.

At Sherdley Primary School, all children have the right to learn and teachers have the right to teach. Good behaviour is an essential condition for effective teaching and learning to take place. This must be carefully developed and supported through building positive relationships, raising of self-esteem and reducing anxiety. We believe that the best approach in bringing about good behaviour is to praise and reward effort and achievement rather than focussing on failure. At Sherdley we listen to the child as well as being flexible in our understanding of a child's presentation / behaviour. We know that behaviour is a form of communication. When children are emotionally secure and able to self-regulate, good behaviour will be observed. When the balance of emotions, regulation and experience is altered, children use behaviour to express themselves and communicate this to trusted adults. Research suggests that negative behaviour is directly impacted by anxiety. It is the responsibility of all adults working in our school to model desired behaviour and recognise pupils' successes. We work in partnership with our parents in helping their children to behave well. We know that our children are individuals with unique experiences and lives which vary from day to day. We understand how these positive and negative experiences may present themselves through behaviour. Recently, the children at Sherdley have lived in a world of unpredictability and upheaval. This policy aims to outline the behaviour toolkit we as educators need to reinstate predictability and routine into our children's lives.

Convention of Children's Rights

This policy directly links to the Convention of Children's Rights.

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 28 – Every child has the right to an education. Primary education must be free. Discussions in school must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic acts.

Article 12 – Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Behaviour for learning in Pre-School

Our whole school behaviour policy from Reception – Y6 uses the system Trackit Lights to promote positive behaviour. In Pre-School, children follow a tailored behaviour system to suit their age and to help them settle into a school environment successfully. The stages are as follows if a Pre-School child is in need of support with their behaviour:

- The child may be redirected to regulate their behaviour
- The child will receive a warning
- If the behaviour continues, the child is taken to a quiet area with a member of staff using a sand timer. They will chat to the child about their behaviour and give them time to regulate before re-entering the learning environment
- In more challenging cases, a member of the middle or senior leadership team may be contacted for behaviour support
- Parents are always informed at the end of the day

Mental Health

At Sherdley Primary School, we aim to create a positive and caring ethos in which good relationships can flourish, high standards are achieved, and all children are encouraged to reach their potential. We actively encourage children to show mutual respect for themselves and those around them. We cannot ignore the staggering impact COVID-19 has had upon children and young people's wellbeing over the past 18 months. We as a school recognise that patience, predictability and consistency is what our children need on their journey to overcome the adversity they have faced recently. Our positive behaviour policy outlines how we will achieve this. We are also completing the therapeutic school award and instil this into our daily routines to support our children, parents and staff.

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Aims and Objectives

Our aims:

- To model consistent, fair and sensitive approaches to all behaviour
- To help our children grow into young people who empathise with and respect the feelings of others inside and outside school
- To raise the self- esteem of all children
- To encourage cooperation between all members of our school community inside and out of school
- To create a stimulating learning environment
- To actively work alongside parents in order to prepare children for their role in society
- To help to reduce anxiety experienced by some children
- To promote inclusion and to value difference

We promote positive behaviour through:

- A consistent approach across the school which is sensitive to the needs of all pupils
- Teaching behaviour strategies through our Sherdley values and our Sherdley expectations (ABCDEs)
- Being acutely aware of and following the school expectations
- Encouraging everyone to be respectful to others and their belongings
- Ensuring that there are clear routines and expectations in the classroom, which are consistently applied across school
- Providing stimulating learning experiences for all which are well planned, organised and differentiated to meet the needs of all learners
- Ensuring that agreed procedures for reward and sanction are adhered to

At Sherdley we expect all children to conform to the School Rules and Expectations.

Rules at Sherdley Primary are as easy as A, B, C, D, E.

- Always follow instructions
- Be resilient
- Caring, sharing and kind
- Demonstrating respect – for each other, our school and community
- Expect the best of ourselves

It is the schools' expectation that children meet the required standards of behaviour whilst on the playground before and after school time. Parents should support the school by having the same expectations. Parents are responsible for the conduct of their children before 8:40 and after 3:10 (EYFS/KS1) and before 8:45am and before 3:15pm (KS2)

In order to support children in understanding the rules and to promote good behaviour, we have developed a tariff of reward certificates and system of reflection (sanction).

These are supported by a 'Trackit Lights' system which is displayed electronically on interactive whiteboards in classrooms. (Appendix 1). This system has been adopted, alongside the introduction of houses/house points created with the children, as of September 2021.

Rewards and Sanctions

There are a number of strategies we use initially to encourage good behaviour, conduct and effort:

- Non-verbal signals (nods, thumbs up etc)
- Positive comments and praise
- House points
- House point certificates when certain threshold of points is reached (bronze, silver, gold, platinum & diamond)
- Positive written comments in books / green highlighting
- Sharing positive aspects with other children and staff
- 1 weekly hard worker certificate linked to academic achievement
- 1 weekly golden pupil certificate linked to Sherdley values/ABCDEs/non-academic achievement
- 1 weekly author of the week certificate
- Head teacher awards

A whole-school system of rewards for consistently good behaviour has been agreed (Appendix 2)

At lunchtime, Midday Supervisors can acknowledge good behaviour by rewarding house points. Midday supervisors have also been provided with a notepad and pen to record positive/challenging behaviour. This is shared daily with class teachers after lunch to ensure all behaviour is logged consistently over the children's lunchtime.

Consequences

An escalating tariff of consequences is in place to enable school staff to respond appropriately to incidents of unacceptable behaviour (Appendix 4). It is important to note that this is intended as guide and will be implemented with regard to the context of any given situation.

It is important that all members of staff follow the procedures for consequences in the agreed order

- If a child becomes involved in unacceptable behaviour, they are first given to opportunity to correct their behaviour with a **non-verbal cue/warning**. This could be a shake of the head, redirecting gesture or look in their direction.
- If the behaviour continues, the member of staff will follow up with a **verbal warning**. Reminding the child that they have had a non-verbal cue/warning and now a clear verbal warning has been given.
- If the behaviour still continues, the member of staff will apply an **Orange behaviour** sanction to the child. This sanction does not result in a loss of any house points, it is employed as a final warning. When a child is given an orange behaviour sanction, their name will highlight orange on the classroom Trackit Lights display.
- If the behaviour is **repeated**, the member of staff will apply a **Yellow behaviour** sanction to the child. This sanction results in the loss of 1 house point and the child must spend an allocated amount of their lunchtime in 'reflection.' It is at the discretion of the member of staff applying the sanction whether the child attends reflection for 15 minutes (low-level behaviour) or 30 minutes (more challenging behaviour). When a child is given a yellow behaviour sanction, their name will highlight yellow on the classroom Trackit Lights display. The consistent language used around yellow behaviours is – **'repeated behaviours.'**
- If the behaviour **persists**, the member of staff will apply a Red behaviour sanction to the child. This sanction results in the loss of 2 house points and the child must spend their whole lunchtime in 'reflection.' Extreme red behaviours are linked with SIMs and CPOMS and are immediately flagged by the senior leadership team. When a child is given a red behaviour sanction, their name will highlight red on the classroom Trackit Lights display. The consistent language used around red behaviours is – **'persistent behaviours.'**
- If an extreme breach of the behaviour policy occurs, the child may be excluded from school. All exclusions follow the agreed procedures from the Local Authority.

Rewards and sanctions are displayed in the school link corridor. There is an expectation for a verbal briefing (regarding rewards and sanctions) to take place when supply teachers attend our school to cover classes.

Where it is recognised that this graduated response to behaviour is not working for specific pupils, (through monitoring by the phase leaders and SLT) there will follow a number of stages of support :

- Monitoring of Trackit Lights undertaken by the phase leads to flag up any recurring behaviours amongst our pupils
- Discussion between staff, Pastoral Team and Assistant Head Teachers/SEND CO
- Discussion between Assistant Head Teachers and class teacher/s and/or LSA, which should result in a short and specific plan of action (observations in the class, implementation of any recommendations from professionals, arrangement of further observations from professionals etc), possibly leading to an Individual Behaviour Plan.
- Where appropriate pupils who have a recognised medical condition which could impact their ability to follow these expectations, (such as ASD or ASD pre-pathway, ADHD, Social, Communication disorder, and others), or who may be suffering emotional stress due to an understandable 'life crisis event', may have a tailored classroom behaviour strategy suited to their needs put in place, which is designed to help them manage their behaviour more effectively. This could be puzzle pieces, accessing the haven for example. Having a recognised medical condition linked to behaviour, will not be considered a reason for unacceptable behaviour, however we follow the guidance and recommendations of the BIT (Behaviour Improvement Team) and aim to support all children to be able to achieve the same rewards as others without their medical condition being a barrier to this. All staff will use these charts as the primary daily reminder about behaviour expectations, although if pupils persist in inappropriate behaviours, then they may still move up the 'Trackit Lights system' and ultimately have whole school sanctions applied to them. We will base the use of these charts on pupil need.

At lunchtimes, a 'reflection' system is in operation. Children who do not meet our behaviour expectations are given a non-verbal, verbal warning, orange behaviour sanction before time in reflection is allocated. Repeated or more serious behaviour will result in the child being asked to remove themselves to a quiet area for a short period of time and later to report to the 'reflection' room. A senior member of staff is on duty each day and incidents are electronically recorded on a Trackit Lights 'detention list.' The member of staff in charge of reflection will email a list of children present in reflection that day to the school office. An app message will then be sent to the child's parents, informing them of their time in reflection that day.

Midday supervisors understand that we have a house point system in place and are welcomed and encouraged to give out house points for positive behaviour. Likewise, they are also encouraged to apply whole school sanctions should unacceptable behaviour occur.

Behaviour outside of school

Staff have the authority to discipline children for any misbehaviour when the child is:

- travelling to or from school
- wearing the school uniform
- taking part in any activity organised by or relating to the school
- in some way, identifiable as a pupil at the school

Or behave in an unacceptable manner at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

If children are involved in online; texting, WhatsApp or social media behaviour, which is deemed to be unacceptable, please see our 'Use of Social Media Code of Conduct Policy'. We at Sherdley will take on a greater role of monitoring, investigating and tackling challenging behaviour (particularly the increasing focus of child-on-child abuse as stated in KCSI 2024) beyond our school gates.

Exclusion

In rare cases, it may be necessary to exclude a child. This is only considered after all other options have been explored. The following steps are followed initially before making the decision to exclude a child:

- The child is removed from their classroom and works in the phase leaders' classroom for a set amount of time/days. (Internal exclusion)
- This could then escalate to a member of SLT. (Internal exclusion)
- This could then escalate to the acting headteacher

Strategies to support the child, meetings with parents and wider agencies if necessary will all take place during these steps.

Any child returning to school, following exclusion will be supported to behave appropriately. They and their parents will attend a reintegration interview with the Acting head teacher, deputy headteacher or assistant headteacher upon their return.

Team Teach - Positive Handling

Team Teach is an accredited programme that is used to de-escalate extreme behaviours in children. Key members of staff have up to date training. This is displayed in the staff handbook. Teach is built around 6 pillars:

Values – ethos of teamwork and focus on best interests of individuals concerned

Historical Context – history of reducing risk and trends overtime

The Legal Framework – protecting people and services

Behaviour Management – conflict spirals, stages of crisis and psychology of challenging behaviour

Physical Contact – Comforting, reassuring, holding and protecting people from hazards

Recording, reviewing, reporting, and restoring relationships

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratches may occur accidentally, and these are not to be seen necessarily as a failure of professional technique; but a regrettable and infrequent side effect of ensuring that the service user remains safe." George Matthews, Director.

Team Teach is only used as a last resort but may be necessary where a child is at risk of endangering themselves or others.

Refer also to the School's Care and Control Policy.

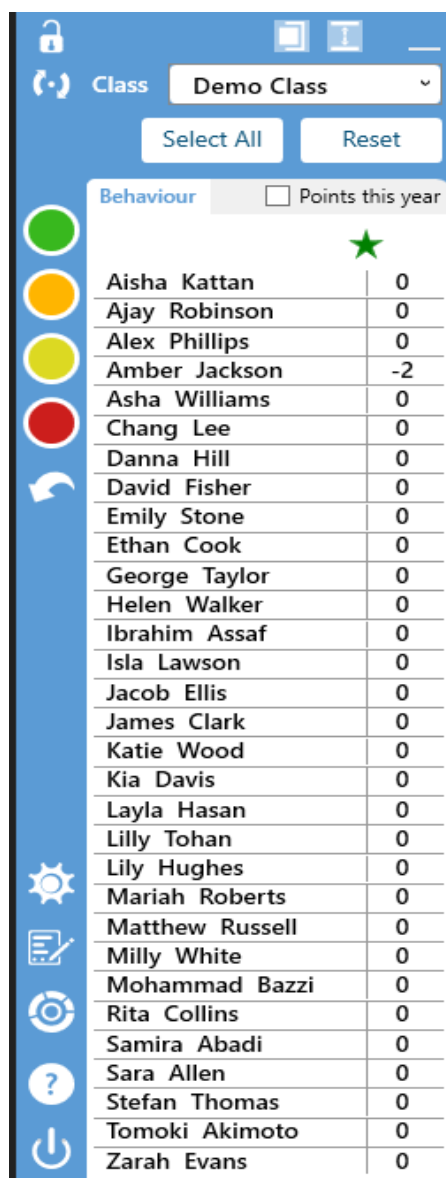
Monitoring and Evaluation

The Head teacher, staff and governors will review this policy on an annual basis. Behaviour records are logged electronically and will be evaluated in order to judge its effectiveness.

All members of school staff and supply staff will receive a copy of this policy. It is published on the school website and a summary contained within the school prospectus.

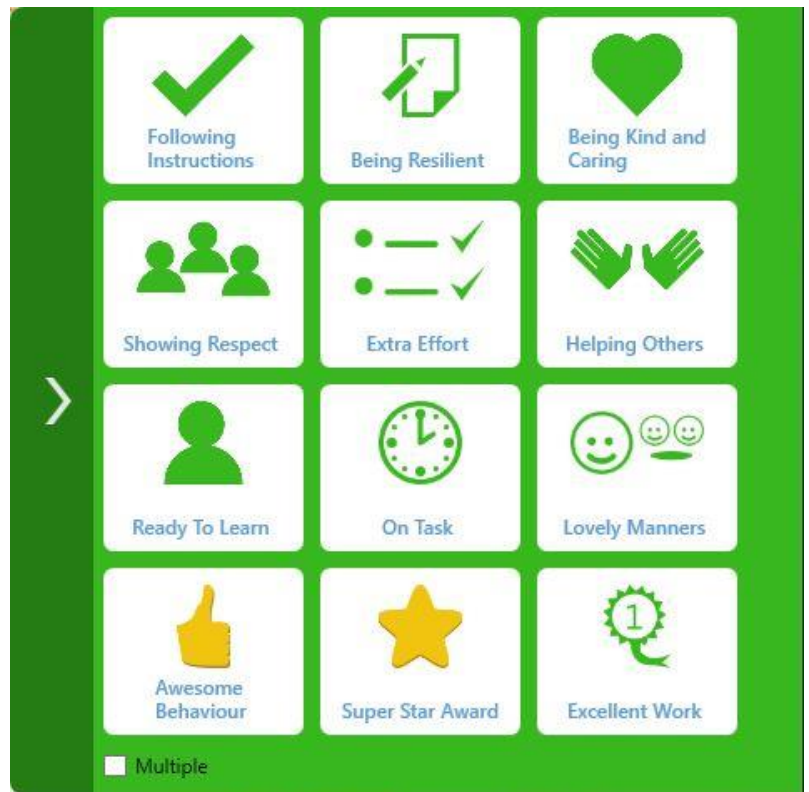
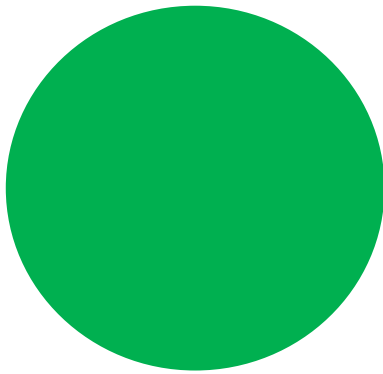
This policy is available in alternative formats upon request.

Appendix 1 – Trackit Lights System



Behaviour	Points this year
Aisha Kattan	0
Ajay Robinson	0
Alex Phillips	0
Amber Jackson	-2
Asha Williams	0
Chang Lee	0
Danna Hill	0
David Fisher	0
Emily Stone	0
Ethan Cook	0
George Taylor	0
Helen Walker	0
Ibrahim Assaf	0
Isla Lawson	0
Jacob Ellis	0
James Clark	0
Katie Wood	0
Kia Davis	0
Layla Hasan	0
Lilly Tohan	0
Lily Hughes	0
Mariah Roberts	0
Matthew Russell	0
Milly White	0
Mohammad Bazzi	0
Rita Collins	0
Samira Abadi	0
Sara Allen	0
Stefan Thomas	0
Tomoki Akimoto	0
Zarah Evans	0

Trackit Lights presents all children (Demo class used here) in class on a single display. The children's house points for the day and for the whole year are shown alongside each other when needed. The display will stay on the board when class teachers are using programs, such as power point and YouTube. The green, orange, yellow and red circles represent behaviours agreed throughout school. See Appendix 4 for more information on orange, yellow and red behaviours.



Green behaviours are positive behaviours. All green behaviours have been agreed on whole school level and link to our 6 Rs and ABCDEs. All green behaviours shown are linked to the award of 1 house point. The awesome behaviour award is worth 2 house points and the super star award is worth 10 house points. The children can achieve certificates when they reach a threshold of house points (see Appendix 2 for more details). House points are also collected and displayed using rosettes in our weekly celebration assembly.

Appendix 2 - Rewards for consistently good behaviour

Children who are consistently awarded green behaviours, earn house points which are collected on TrackIt Lights. Once a child had reached a certain threshold, a certificate will automatically generate for them. The behaviour lead will award them their certificate in their classroom.

The behaviour lead and the office will keep a track of certificates.

The thresholds for house points and rewards are listed below:

<u>Number of house points</u>	<u>Award</u>	<u>Certificate</u>
50	Bronze	 A bronze certificate template with a gold border, two gold stars at the top, and a large gold star at the bottom right. It includes fields for Pupil Name, Date (8/2/2021), Class, and a signature line.
200	Silver	 A silver certificate template with a blue border, two silver stars at the top, and a large silver star at the bottom right. It includes fields for Pupil Name, Date (8/2/2021), Class, and a signature line.
500	Gold	 A gold certificate template with a yellow border, two gold stars at the top, and a large gold star at the bottom right. It includes fields for Pupil Name, Date (8/2/2021), Class, and a signature line.
1500	Platinum	 A platinum certificate template with a blue border, two blue stars at the top, and a large blue star at the bottom right. It includes fields for Pupil Name, Date (8/2/2021), Class, and a signature line.
2000	Diamond	 A diamond certificate template with a light blue border, two blue diamonds at the top, and a large blue star at the bottom right. It includes fields for Pupil Name, Date (8/2/2021), Class, and a signature line.

Platinum winners will receive a £10 Amazon voucher. Diamond winners will receive a £15 voucher of their choice.

Appendix 3 – Graduated response

There will be occasions where a graduated response is needed to address behaviour concerns. This can be with children and in relation to parents. The graduated response is consistent across school and a copy of the graduated response will be shared with parents should they need to address a behaviour concern regarding their child.

The graduated response at Sherdley is listed below:

<u>Graduated response stage</u>	<u>Member of staff/role within school</u>
1	Class teacher
2	Phase Lead EYFS – Ruth Roberts KS1 – Caroline Fleming LKS2 – Michael Hughes UKS2 – Emily James
4	Katie Bennett – Deputy Headteacher Jill Stroud – Assistant Headteacher and SENDCO Matt Davies – Assistant Headteacher
5	Tom Gawne – Headteacher
6	Cathey Briars – Head of governors

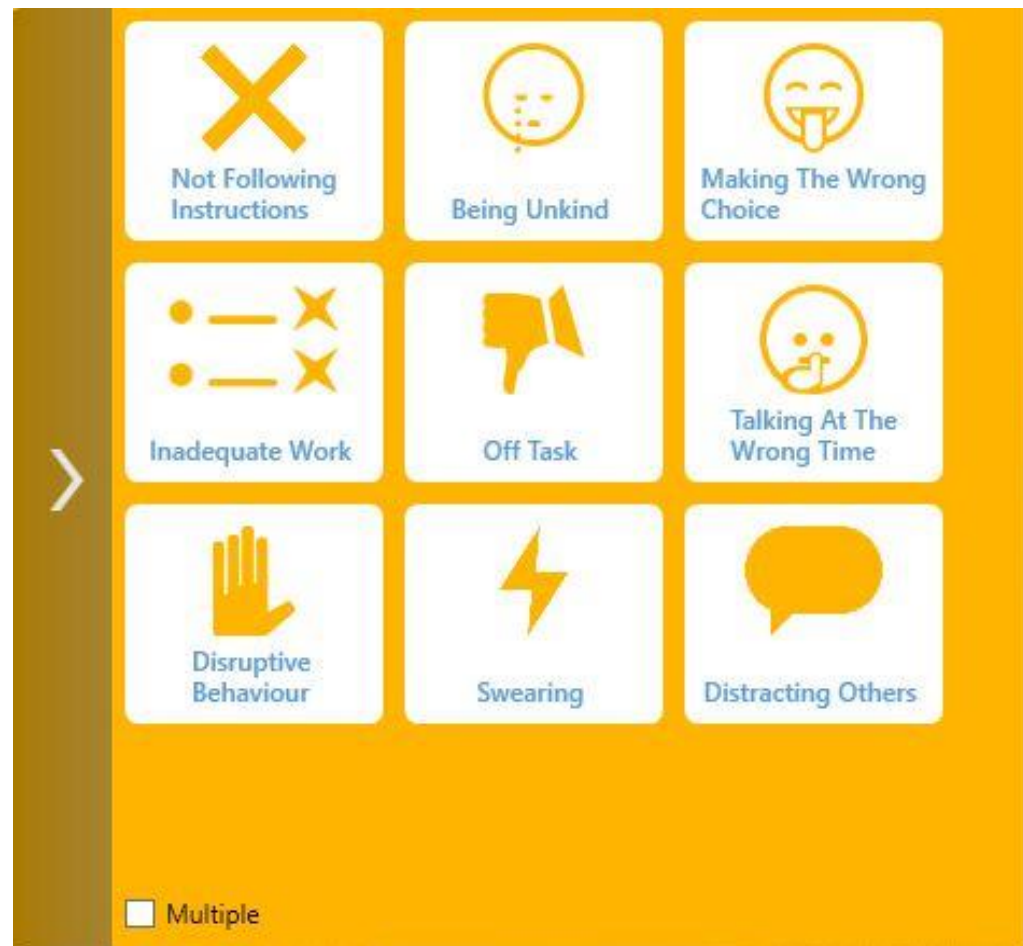
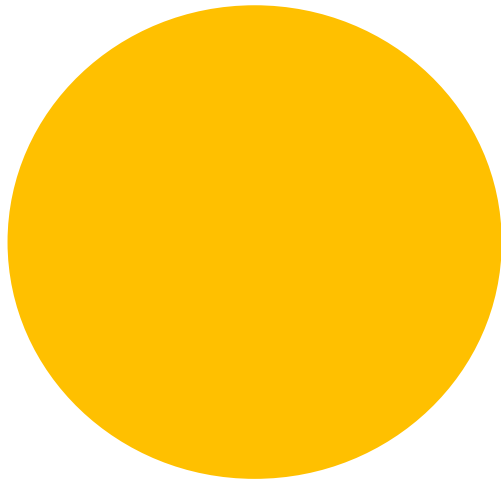
Appendix 4 – Tariff of sanctions/Trackit Light stages

Consequences are structured in a graduated approach in line with our new Trackit Lights system.

It is not possible to include every example of potential misbehaviour; the following Trackit Light stages are therefore intended as a guide to inform staff response:

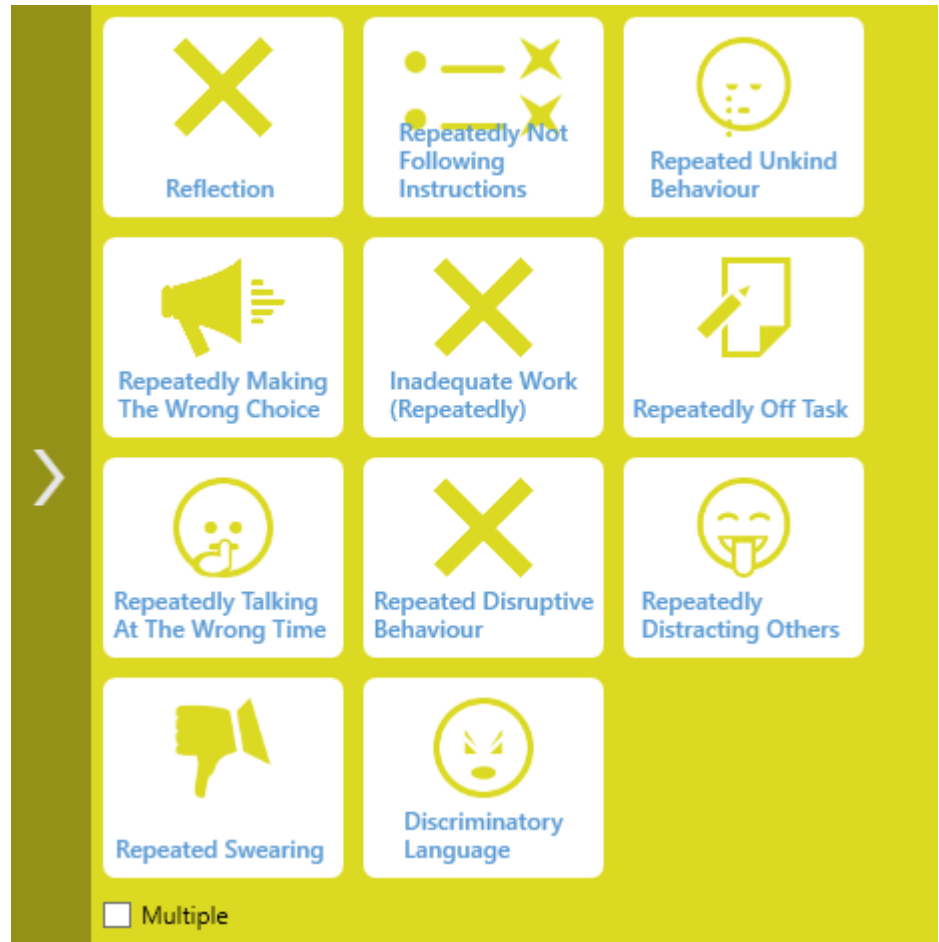
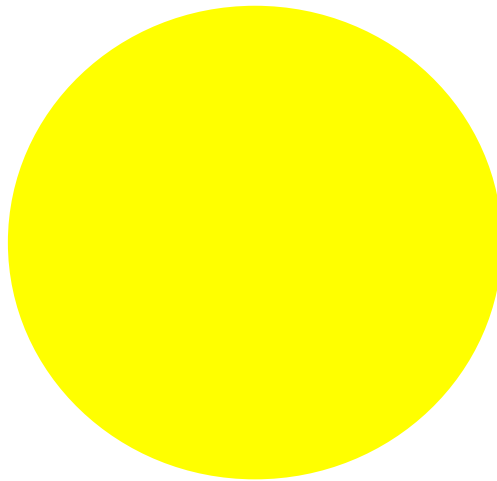
Orange Behaviours

Orange behaviours are shown below. The behaviours are shown this way identically on Trackit Lights. More information on orange behaviours can be found in 'Consequences.'



Yellow Behaviours

Yellow behaviours are shown below. The behaviours are shown this way identically on Trackit Lights. More information on yellow behaviours can be found in 'Consequences.'



Red Behaviours

Red behaviours are shown below. The behaviours are shown this way identically on Trackit Lights. More information on red behaviours can be found in 'Consequences.'

