

Calverton Primary School



Positive Behaviour Policy

Person responsible for the policy	Head Teacher
Date reviewed and shared with staff	Summer 2021
Date to be next reviewed by staff	Summer 2024
Date ratified by the Governing Body	Autumn 2021
Date to be reviewed by the Local Governing Board	Autumn 2024

Signed by Chair of Governor:	Signed by Head Teacher:
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Positive Behaviour Policy

At Calverton Primary School we are very proud to be a culturally diverse and fully inclusive school that is committed to ensuring we aspire to and achieve our motto of 'Every Child, Every Chance, Every Day'.

We aim to:-

Provide a happy, healthy and safe environment where **Every Child** is valued and inspired to achieve and exceed their potential.

Provide **Every Chance** to strengthen positive relationships with our families and the wider community.

Provide an enriched curriculum **Every Day** which will develop **Every Child's** self-confidence, resilience and passion for lifelong learning.

Have high expectations and aspirations for the achievement of **Every Child**, providing them with high quality teaching and personalised learning opportunities **Every Day**.

Respect the religious and cultural traditions of **Every Child** and in doing so, celebrate our British values and the diversity reflected within our school community.

Our learning powers are:

- Enjoy learning & be curious
- Have a go
- Concentrate & focus
- Be collaborative
- keep improving
- Be imaginative

AIMS

- For the Positive Behaviour Policy to be supported and followed by the whole school community - parents, teachers, pupils and governors.
- To foster a caring, nurturing atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To celebrate good behaviour, by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow.
- To resolve behavioural problems by adopting a restorative justice approach.
- To ensure consistency through the use of the Behaviour Ladder across the school.
- Whilst this Positive Behaviour Policy applies to all pupils, careful consideration must be taken of individual pupil's needs e.g. those with Autistic Spectrum Disorders, Emotional Behaviour Difficulties, Attention Deficit Disorders, Behaviour Support Plans and Pastoral Support Plans.

The Governing Body should:

- Promote and monitor the implementation of this policy
- Promote whole school adherence to the practices within it
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

Staff should:

- Provide positive role models at all times by portraying common courtesy and always being polite.
- Follow procedures in this policy
- Establish and maintain clear and consistent expectations and boundaries
- Discuss with pupils when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Work in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- Maintain well organised learning environments and appropriately challenging or supportive learning opportunities
- Respect pupils and listen to their views without discrimination.
- Ensure parents are verbally informed of all level 3 incidents by the class teacher, or level 4 incidents by a Deputy Head, Head Teacher or on occasion a member of the Pastoral Support Team, where appropriate.
- Log all level 3 and level 4 incidents on the Safeguard system.

Parents and Carers should:

- Ensure their children attend school regularly and punctually
- Support the school in its strategies for managing behaviour
- Inform the school (class teacher in the first instance) of any factors which may influence a pupil's behaviour
- Support their child(ren) in learning to resolve difficulties in a positive manner

Pupils should:

- Arrive on time every day ready to learn
- Tell an adult if they see something that they know is wrong
- Take responsibility for the choices they make

We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

See also our SEN, Equal Opportunities, Anti- Bullying & Equalities Duty policies for further details of this.

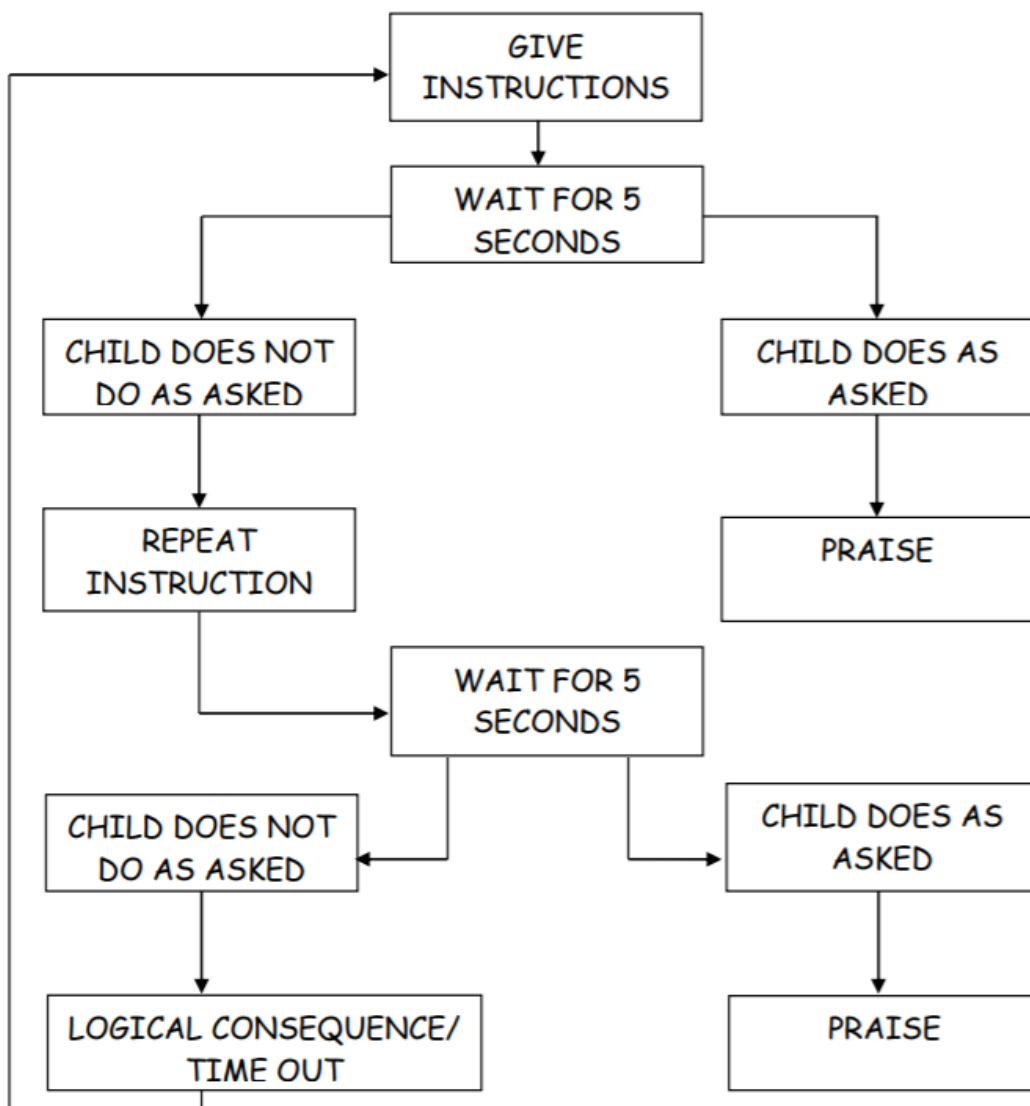
The EYFS Behaviour Procedures

Positive behaviour reinforcements are used at Calverton school.

Early Years staff will encourage and support children to develop a sense of right and wrong by helping children to cooperate at school. Staff will always try to explain, reason with and calm the child. Children are always encouraged to apologise and reflect on harmful behaviour. Any incidents will be brought to the parent/carers attention and discussed with them.

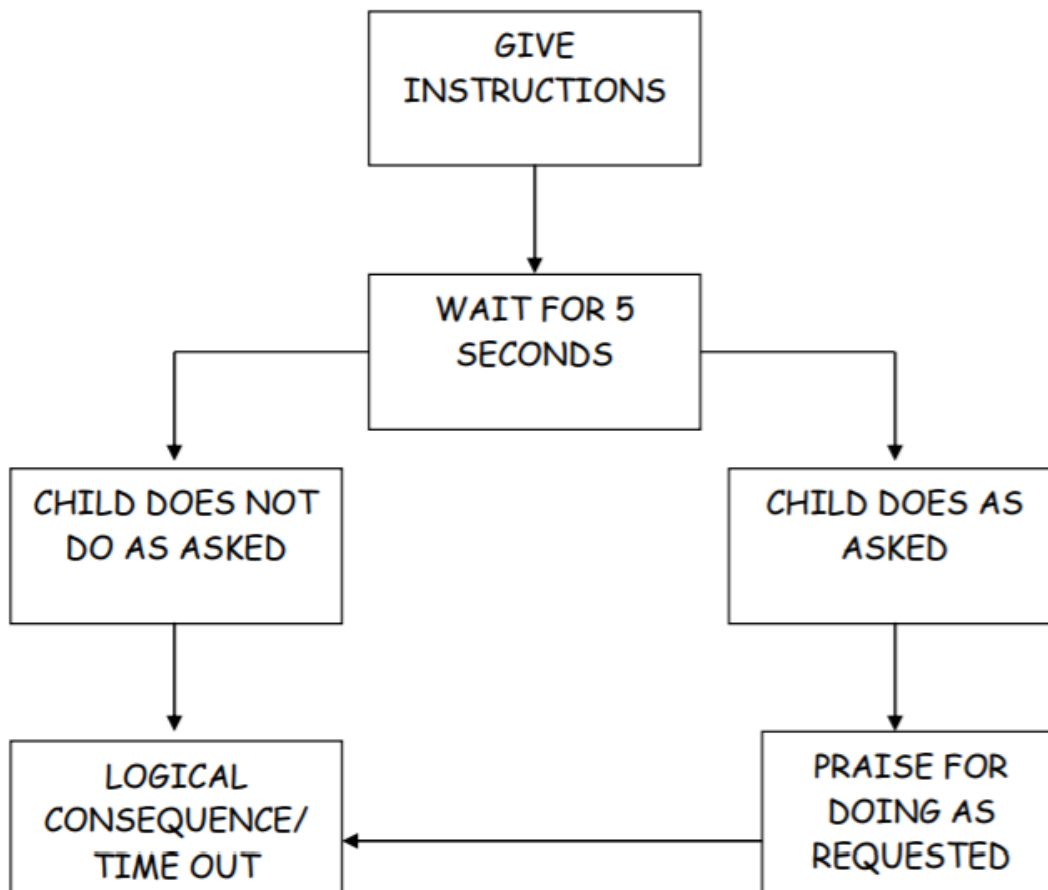
Staff will be aware of the age and stage of development of the child and of any cultural, linguistic or particular needs. Shouting or physical punishment will not be used. Physical intervention, i.e. holding, will be used only to prevent injury to the child, other children or an adult or serious damage to the property.

We adopt the Triple P (Positive Parenting Program) **Start Routine** for encouraging children to cooperate with instructions. The Start Routine requires children to follow an instruction after two requests. Children are rewarded with praise.



The **Stop Routine** is used by EYFS for the following behaviour, which is considered unacceptable at Calverton, whether towards an adult or another child:

- Biting
- Kicking
- Hitting
- Pinching
- Inappropriate language
- Throwing/breaking toys/equipment/furniture.



Examples of logical consequences are as follows:

- Time out in class (with timer)
- Time out in a different class (with another adult)
- Apologising
- A conversation with the child
- A conversation with parents

On display in the EYFS is a simplified version of the Behaviour Ladder found in the rest of the school.



Promoting Positive Behaviour

Incentives and Rewards

These must be promoted by the whole school community. They operate on an individual basis as well as whole classes/houses working together. As a Healthy School, we do not advocate the use of unhealthy snacks as rewards. The following incentives and rewards for achievement apply:

- House points awarded for following the Learning Powers;
- Star of the Week certificates;
- Pupils who show good manners and are always well behaved in the dinner hall, will sit at the Golden table on Fridays;
- Verbal praise;
- Certificates for excellent attendance (end of term and academic year);
- Work displayed on the Pride Board;
- Special Head Teacher/Deputy Head Teacher stickers;
- House of the term/year reward.

House Point System

Every pupil in school is allocated a House which they will be in for their life at Calverton. The houses are named after trees - Oak, Elm, Sycamore and Beech. Siblings will be in the same house.

House points are given to pupils for following the school's core values. Pupils can be given house points at any time of the school day and by any member of the school staff. House points are not given in multiples; they are given one at a time. A pupil can earn up to 3 points in one go - with each point having a separate reason.

Each week during Achievement assembly, which all staff are expected to attend, house points will be collected. At the end of each term/year, the house with the highest number of points will have an afternoon of reward.

House Captain:

Each house will elect a house captain from the year six pupils. Each campaigning house captain will draw up a manifesto and will be elected during the formal school council elections that take place once a year. The house captain will have the following responsibilities:

- Be a leader for the house.
- Be a good behaviour role model for the whole house and school.
- Represent the house when it comes to prizes and decision making about the end of term/year reward.
- Organise inter-house events.
- Leading good work assemblies.

Star of the Week

Each week teachers will nominate and announce two pupils in their class to receive a Star of the Week certificate. The names of the children will then be displayed in the hall for a week on the Star Board. One certificate will carry the theme of one of the Learning Powers which will change weekly. The second certificate will be themed around the manner of the term.

Promoting Attendance

At Calverton we feel promoting good, consistent attendance also contributes to positive behaviour and a good work ethic. Refer to the school's Attendance and Punctuality Policy.

Promoting Positive Behaviour

Procedures for pupils who break rules begin when a pupil has been given a chance to correct their behaviour and they have chosen not to. The behaviour levels and warning system listed below should be started afresh each morning and afternoon. All members of staff working with groups or individuals must apply the behaviour policy.

Positive Behaviour Ladder

Each classroom has a Positive Behaviour Ladder with 5 steps. At the beginning of each morning and afternoon session, pupils' names will be displayed on the yellow step. Pupils can be moved up the ladder for good or improved behaviour, or for portraying any of the learning powers, and down the ladder for unacceptable behaviour.



Behaviour Ladder, Consequences and Procedures:

	Classroom	Playground
	For excellent behaviour, work and demonstrating the Calverton Learning Powers.	
	All children begin on Yellow	
Warning	Informal Warning Level	Informal Warning Level
Action Required	<ul style="list-style-type: none"> • Clear Verbal Warning • Use refocusing, redirecting, use 'language of choice' or a reminder • Move down to Pink on Ladder 	<ul style="list-style-type: none"> • A verbal warning will be given in the first instance of unacceptable behaviour
Timeout	Formal Warning Level (In Class Time Out)	Formal Warning Level (In Playground Time Out)
Action Required	<ul style="list-style-type: none"> • The pupil remains in the classroom and is moved away from the main activity for up to 15 minutes in class separation time (In Class Time Out) • Move down to Orange on Ladder • When a pupil is not in their own classroom, their name should be moved down to time out and should be written on the board and the class teacher informed of any behaviour issues. 	<ul style="list-style-type: none"> • Any repeated misbehaviour will require the pupil to walk around with a member of staff or stand in one place for five minutes to reflect on their behaviour
	Classroom	Playground
BLUE	Sanction and External Class Time Out	
Action Required	<ul style="list-style-type: none"> • The pupil is sent to another classroom for up to 30 minutes (External Class Time Out) • Completes any work given • Move down to Blue on Ladder 	<ul style="list-style-type: none"> • If negative behaviour persists a blue Restart card should be issued and handed to the class teacher. • If a blue card is given during the lunch session, the child should be taken out of the playground/lunch hall and straight to Restart (SLT / Pastoral Team), time permitting.
	<ul style="list-style-type: none"> • Level 3 Blue Card completed by adult and taken by the child to the next available Break/Lunch Restart where a Reflection sheet is completed. After discussing with child, sheet will be kept in the Restart folder. • Parents must be informed verbally by the class teacher 	
	<ul style="list-style-type: none"> • The child is moved back to Yellow after a sanction is completed or if their behaviour improves. • They may also move back to Yellow at the beginning of a morning or afternoon session (although incomplete sanctions still need to be completed) 	
	<ul style="list-style-type: none"> • Level 1 and 2 may be bypassed where the incident is not considered serious enough to be level 4 (see list below), but where a stronger consequence is appropriate. 	

RED	Classroom	Playground
Action Required	<ul style="list-style-type: none"> The pupil is sent to, or support is sought from, a member of SLT or the Pastoral Support Team. If all prior steps have been followed (warning, in class time out, external time out) and the behaviours are still deemed to be Level 4, an internal exclusion for a period of up to half a day will be considered. This could be with a senior leader or in another class. The pupil will also spend the next lunch session with a senior leader. 	<ul style="list-style-type: none"> The pupil is sent to, or support is sought from, a member of SLT or the Pastoral Support Team. If the behaviours are deemed serious enough, an internal exclusion for a period of up to half a day will be considered. This could be with a senior leader or in another class. The pupil will also spend the next lunch session with a senior leader.
	<p>Level 4: The following behaviours are deemed serious enough to bypass the procedures mentioned previously and must be dealt with by a member of the Senior Leadership Team. They can lead to exclusion, depending on severity and circumstances. A member of SLT (or on occasion a member of the Pastoral Support Team) will inform parents of the incident and the subsequent consequences.</p> <p>A Red Card must be completed and handed to a Deputy or the Head Teacher. The following may bypass Level 1 to 3: Exclusions may also be considered.</p> <ul style="list-style-type: none"> Deliberately physically harming another (whether pupil or adult) Repeatedly swearing and using abusive language towards others Deliberately damaging/stealing school property Refusal to follow reasonable requests with implications for health and safety of the pupil or others e.g. leaving the school premises without permission Theft Persistent disruptive behaviour Threatening others/ threatening with and /or using a weapon Bringing a weapon on the premises Bullying Wilful and repeated transgression of protective measures in place to protect public health Inappropriate use of social media or online technology Abusive and discriminatory comments along the lines of race, gender, religion, sexual orientation and ability 	

Notes:

- If a pupil refuses to go to another class or to attend the Restart room, support should be sought from the Pastoral Support Team or a member of SLT.
- Refer to procedures as set out in the school's Anti-Bullying Policy for all allegations of bullying.

Level 3 and 4 Cards must be completed for all Level 3 and 4 incidents, as well as an incident created on the Safeguard software.

- Pupils who get to level 3 will be managed by the class teacher. Level 3 incidents must be recorded on the safeguard system. Parents must be informed verbally by the class teacher.

- Pupils who get to level 4 will be sent to a member of the Senior Leadership Team or Pastoral Team member who will co-ordinate an investigation into the incident and take appropriate action. The incident, including any action taken, will be recorded on the safeguard system. A member of SLT (or on occasion a member of the Pastoral Team) will inform parents of the incident and the subsequent consequences.

Adaptations can and will be made for pupils with Special Educational Needs (SEND) or for pupils currently under a Pastoral Support Plan (PSP). The protocol for responding to some Level 4 behaviours may be altered depending on the needs of individual children.

Repeated BLUE/RED cards

If a child receives three cards within a six weeks period, a behaviour review meeting will be held with their parents to discuss how we can support the child's behaviour. This meeting will be arranged and hosted by the class teacher or senior leadership, following the Pastoral Support Team alerting the teacher of a child hitting the trigger of 3 cards.

RESTART ROOM PROCEDURES

Pupils on a BLUE card will go to the first available restart session (either morning or lunch time) following the incident for 15 minutes. Level 1 and 2 may be bypassed where the incident is not considered serious enough to be a RED card, but where a consequence is appropriate.

The teacher issuing the BLUE card will add it to the Safeguard software as an incident report. The restart room is not to be used for the completion of work but reflection of the child's actions.

The Learning Mentors will monitor the incidents logged on Safeguard on a weekly basis.

SANCTION ROOM PROCEDURES

Pupils receiving a RED card will be required to miss a lunchtime session with a senior leader. The time is used to reflect on the harm their actions may have caused and to consider how they can change their behaviour in future. All completed reflection sheets are kept in the Restart room folder. If deemed necessary, a senior leader may request the child/ren also have a session with a member of the Pastoral Team. They will be given their lunch and then will complete a 20 minute reflection session.

A member of SLT, or on occasion a member of the Pastoral Support Team, will inform parents for a RED card.

Exclusions and Procedures:

Time Out:

Both In Class and External Class Time Outs are used to allow a child time to calm down and get back on track. Usual classwork should be taken to the Time Out area and completed during this time.

In Class Time Outs (level 2) are completed within the child's normal classroom for up to 15 minutes.

External Class Time Outs (level 3) will apply for level 3 or level 4 behaviours. BLUE cards time outs are for up to 30 minutes. RED card time outs could last for up to half a day as necessary.

The pupil will complete their set work, provided by the class teacher, in another classroom. The pupil will also miss a break time (this may occur at the next available morning break or start of lunch time).

Parents are informed as soon as possible either by a telephone conversation or via a one-to-one conversation.

Playground Exclusions:

If a child receives repeated BLUE or RED cards for displaying violence in the playground the following actions could be taken:

- The pupil could be excluded from the playground for a period of up to five days.
- They will attend the Restart room for initial days, then will have a phased transition back into the playground on the last day - supported by a Learning Mentor.
- Children will have the opportunity to exercise out in the fresh air during this exclusion, but this will be under adult supervision and away from their peers.
- If the undesired behaviours continue after an extended playground exclusion, at the Headteacher's discretion, parents will be asked to take their child home for the lunch hour for a fixed period.

Internal Exclusions:

- A member of the senior leadership will contact the parents/carers as soon as possible, ideally on the same day.
- The pupil will spend a fixed amount of time within school, but away from their class. This will also include break and lunch times (sanction and reflection). This will be recorded on the Safeguard system as an incident.
- We adhere to Newham's Exclusions and Alternatives to exclusion protocol document (September 2020).

Fixed Term Exclusion:

- The school will contact the parents/carers as soon as possible, ideally on the same day.

- It is expected that parents will collect their children as soon as possible on the day of the issuing of an exclusion. If this is not possible, then the child will be kept away from their class, and the exclusion will be postponed to commence the next day.
- A letter will be sent home within 24 hours outlining the reason(s) for the exclusion.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to school.
- Parents are expected to meet with a member of the Leadership Team on the day that the pupil returns to school.
- Priority for a placement at RIET (Re-Integration into Education Team) is given to pupils on the Code of Practice and those classified as "Looked After".

Only a Deputy Head or Head Teacher can exclude a pupil from school.

If a fixed term exclusion of more than 5 days is deemed the appropriate consequence, then the school will endeavour to obtain a place at Re-Integration into Education Team (RIET) for the pupil to attend during this period. RIET is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made.

Reasons for exclusions are taken from DfE statutory guidance (Sept 2017):

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pastoral Support Plans

If a pupil is at risk of permanent exclusion due to the inappropriate behaviour being displayed, the school will put a Pastoral Support Plan (PSP) into place in order to support the pupil and try to prevent this occurring. This is a plan that involves the pupil, SENDCO, SLT, Pastoral Team and parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Parents' needs will also be taken into account and support offered where appropriate. There are then regular reviews to assess progress and make amendments as needed. Where appropriate, other agencies including the Behaviour Support Service will also be part of this process, and may carry out assessments, to ensure that specific professional expertise is accessed in order to meet the needs of the pupil.

Other Information

Physical Intervention

The general principle is that the use of physical intervention (positive handling) should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself into danger
4. Damaging property

For further details please see our Positive Handling policy.

Confiscating Items

Unapproved items brought into school by pupils may be confiscated by a member of staff and returned at a later time to the pupil or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item the police will be informed and the item released only to them.

The Head teacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed.

Incidents Outside of the School

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

At Calverton this is seen as:

Any misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

In extreme cases (such as cyber bullying or malicious comments to other pupils) misbehaviour at any time, whether or not the conditions above apply, that:

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

Behaviour and Technology

All pupils must follow the rules in the Acceptable Use Agreement when using technology including the internet (this may also apply to use outside of school and is not limited to school equipment). We expect children to communicate as they would in school:

Pupils that do not follow these rules may find:

- They are not allowed to use the technology (this means computers, mobile devices and any other devices used for communication and accessing information)
- They can only use the technology if they are more closely watched
- That parents are informed and are asked to support school in monitoring or restricting access to technology
- They will follow the consequences outlined in this policy

Technology Rules

- 1) I will only use polite language when using technologies
- 2) I must not write anything that might: upset someone or give the school a bad name
- 3) I know that if adults (teachers, parents and carers) think I may have been breaking the rules they will check on how I have used the technologies
- 4) I must not tell anyone my name, where I live, or my telephone number - over the Internet
- 5) I must not tell my username and passwords to anyone else but my teachers and parents, and never use anyone else's
- 6) I will report any websites that make me feel uncomfortable to adults (teachers, parents and carers)
- 7) I will tell adults (teachers, parents and carers) straight away if I am sent any messages that make me feel uncomfortable and I will not delete anything until it has been seen (even if it is upsetting)
- 8) I will not try to harm any equipment or the work of another person

This Positive Behaviour policy is linked to SEND, Anti-bullying, Online Safety, Teaching & Learning, PHSE, Attendance policies and Equality Duty action plan.

Calverton BLUE Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

—

Reason:

Calverton BLUE Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

—

Reason:

Calverton BLUE Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

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Reason:

Calverton BLUE Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

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Reason:

Calverton RED Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

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Reason:

Calverton RED Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

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Reason:

Calverton RED Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

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Reason:

Calverton RED Behaviour Card

Name: _____

Class: _____

Sent by: _____

Date/Time: _____

Witnesses:

—

Reason:

Reflection Sheet

Take time to reflect on why you are here completing this

Your Name: _____ Class: _____ Date: _____

What happened? _____

What did you choose to do? _____

Who was upset or lost something as a result of what happened (consequence)?

What can you do to fix this? _____

How can you stop this happening again? _____

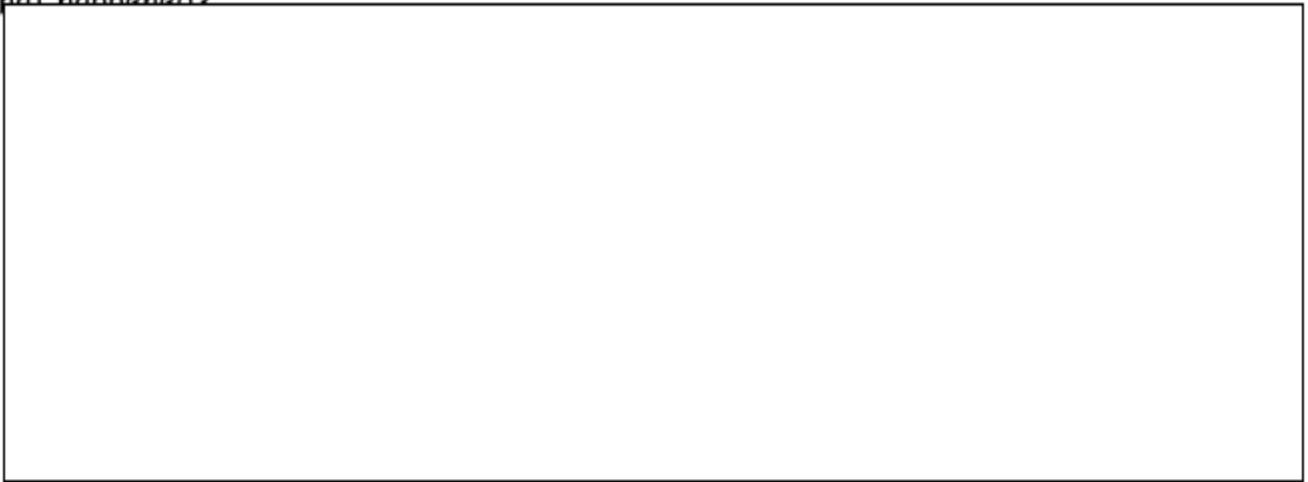
Reflection Sheet

Take time to reflect on why you are here completing this

Your Name: _____ Class: _____ Date: _____

Please support the child with this sheet; they may draw pictures if it is easier:

What happened?



What



a result of what happened (consequence)?

How did they feel? (Circle)

How did you feel? (Circle)



Action Required	<ul style="list-style-type: none"> The pupil remains in the classroom and is moved away from the main activity for up to 15 minutes in class separation time (In Class Time Out) Move down to Orange on Ladder When a pupil is not in their own classroom, their name should be moved down to time out and should be written on the board and the class teacher informed of any behaviour issues. 	<ul style="list-style-type: none"> Any repeated misbehaviour will require the pupil to walk around with a member of staff or stand in one place for five minutes to reflect on their behaviour
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	<ul style="list-style-type: none"> Level 3 Blue Card completed by adult and taken by the child to the next available Break/Lunch Restart where a Reflection sheet is completed. After discussing with child, sheet will be kept in the Restart folder. Parents must be informed verbally by the class teacher 	
	<ul style="list-style-type: none"> The child is moved back to Yellow after a sanction is completed or if their behaviour improves. They may also move back to Yellow at the beginning of a morning or afternoon session (although incomplete sanctions still need to be completed) 	
	<ul style="list-style-type: none"> Level 1 and 2 may be bypassed where the incident is not considered serious enough to be level 4 (see list below), but where a stronger consequence is appropriate. 	
RED	<p>Level 4: The following behaviours are deemed serious enough to bypass the procedures mentioned previously and must be dealt with by a member of the Senior Leadership Team. They can lead to exclusion, depending on severity and circumstances.</p> <p>A Red Card must be completed and handed to a Deputy or the Head Teacher. The following may bypass Level 1 to 3: Exclusions may also be considered.</p> <ul style="list-style-type: none"> Deliberately physically harming another (whether pupil or adult) Repeatedly swearing and using abusive language towards others Deliberately damaging/stealing school property Refusal to follow reasonable requests with implications for health and safety of the pupil or others e.g. leaving the school premises without permission Theft Persistent disruptive behaviour Threatening others/ threatening with and /or using a weapon Bringing a weapon on the premises Comments that discriminate along the lines of race, gender, religion, sexual orientation and ability. 	

	
Warning	Warning

Time Out	Time-Out
Blue Card	Blue Card
Red Card	Red Card