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**Positive Behaviour Policy – October 2022**

**RATIONALE**

Tithe Barn Primary is an inclusive school that meets the needs of a range of children - this includes those with complex family backgrounds as well as those with a range of special needs. At Tithe Barn, we aim to be a school where children can feel safe as well as learn, be confident and happy. Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to ‘good behaviour’ still need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as child on child relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour with a solution focused response. At Tithe Barn we have based our policy on positive, restorative approach towards managing behaviour.

The positive behaviour policy operates in conjunction with the following policies:

* + Anti-Bullying
  + Safeguarding
  + Keeping Children Safe in Education - KCSIE
  + Care and Control
  + Health and Safety
  + Exclusions
  + Teaching and Learning
  + SEN and Inclusion
  + Anti-racism

**Aims**

Our school aims to:

* Provide a safe environment where learning is enjoyable.
* Offer an engaging and challenging curriculum
* Promote healthy, positive relationships with others in school and the community
* Help each individual to discover and develop new skills.
* Provide challenge and support to achieve high standards
* Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
* Develop the mental wellbeing of pupils
* Develop the children as independent and effective learners

**School Ethos**

Positive behaviour is consistently reinforced everywhere in school, throughout the school day – each class follow the whole school behaviour expectations. The school uses a restorative approach, linking in with the PSHRE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve. Our School Rules are taught and embedded right through school, from Reception to Year 6. This creates a transparent, whole school theme which everyone strives to work towards.

**School Rules**

The school rules were created in conjunction with the school council (Summer 2022) and all of the children in school shared their opinions. They clearly define the high standard of behaviour that we expect in school and reinforce the idea that we should ‘always’ behave in this way. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

These rules are set out below. These have been agreed with by the children, staff and Governors as a whole school, consistent approach:

* *Always respect everyone and everything.*
* *Always be kind to everyone.*
* *Always be an effective learner.*
* *Always use good manners.*
* *Always take responsibility for your actions.*

**Collective Efficacy**

We encourage our children to feel part of our community and to develop a shared responsibility for our school. This is facilitated by our school council, class teams and children applying for roles within school that have responsibility including librarian, eco warrior and digital leaders.

Within the classrooms, children develop a shared responsibility through the creation of class ‘teams’ and shared projects such as creating a class flag. They also take it in turns to have specific roles and jobs which help support the effective running of the classroom. At Tithe Barn our children work with a randomly selected talk partner, which changes on a weekly/fortnightly basis. The children have rules to follow and provide feedback to their partner. The opportunity to work with all of the children within their classroom strengthens relationships and supports a collaborative culture of learning.

**Learning Behaviours**

At Tithe Barn we have five effective learning behaviours that we develop with our children. These are-

* Working cooperatively
* Being resilient
* Concentrating
* Continuously improving
* Being curious

These were created in conjunction with the children and have been identified as contributing to being an effective learner. To illustrate and reinforce these behaviours animals represent each characteristic/learning power. A copy of the leaning powers is included in the appendices

**Intrinsic motivation**

At Tithe Barn we want to encourage our children to develop a healthy self-efficacy which is based on learned accomplishments and good choices rather than on false praise and rewards. Our children are encouraged to develop this by exploring the concepts of mindsets and mental toughness. They develop an understanding of learning as a journey and they are praised for their resilience and displaying the characteristics of effective learning. Learning is shared and celebrated at our weekly Learning Assembly. Children are provided with specific feedback on their progress, positives are reinforced and next steps identified. (Please see Feedback Policy).

Occasionally, as part of IBP (Individual behaviour Plan) we may develop an external reward system to support a child in the short term to make improvements to their behaviour for example the use of marbles to reinforce the positives followed

**Responsibilities:**

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

**The Headteacher will:**

* Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
* Be ultimately responsible and accountable for behaviour throughout School
* Report to governors regarding the effectiveness of the policy
* Meet with parents/carers of challenging children
* Liaise closely with the learning mentor
* Support staff when dealing with challenging behaviour and the law
* Ensure the health and safety and welfare of all children and staff
* Take control of behaviour at lunchtime
* Praise and encourage positive behaviour and children’s progress and achievements.

**Staff will:**

* Provide a well- balanced and creative curriculum
* Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHRE
* Plan engaging and well differentiated lessons to challenge and meet the needs of all children
* Make sure children are listened to and feel valued
* Be a positive role model
* Offer the children choices and the chance to make the right decision
* Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
* Reward and praise positive behaviour
* Inform parents/carers about the welfare and behaviour of their children
* Work in partnership with the inclusion team to ensure all IBP’s are followed, behaviour dealt with and paperwork completed
* Follow the behaviour policy consistently
* Challenge unwanted, negative behaviours following the policy
* Report challenging behaviour following the correct procedure, recording incidents on CPOMS

**Children will:**

* Foster social relationships in the school community of mutual engagement.
* Be responsible for own actions and their impact on others.
* Respect other people, their views and feelings.
* Empathise with the feelings of others.
* Be fair
* Be willing to be reflective to change behaviours
* Follow the school rules
* Learn to work cooperatively

At Tithe Barn we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

**The Governing Body will:**

* Support with the implementation of the policy
* Provide advice to the head teacher regarding disciplinary issues and exclusions
* Review the effectiveness of the policy
* Understand that behaviour is a management issue

**Key Points**

* Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
* The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
* Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
* Teachers can also discipline pupils for misbehaviour outside of school.
* Teachers can confiscate pupils’ property.
* Teachers have a power to impose detention out of school hours.
* Headteacher and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
* Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
* Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)

(Taken from the DFE guidance – behaviour and discipline)

**Reporting of incidents within School**

As outlined above, all staff are expected to follow this policy. They are responsible for communicating these behaviours with parents and carers – see below. Staff also have the responsibility to not only challenge but also report all negative, unwanted behaviour incidents. These may cover a whole range of behaviour incidents (amber and red – see appendix A). All staff report behaviour incidents via our online reporting system, CPOMS. Every staff member has a log in and are expected to report incidents as soon as possible so that they can be dealt with in an appropriate manner. The reporting of a ‘red’ incident will involve a member of SLT and/ or the Headteacher dealing with the incident which is why we have this high expectation of staff. Staff are expected to report on the context/ lead up to the incident, the actual incident (fact based, not opinion) and the consequence of the pupil action i.e. sanction given.

Incidents of racist, homophobic and hate crimes are dealt with in line with the behaviour policy. These incidents are often also reported to the Local Authority. Incidents of bullying are also reported to SLT and the Governors via termly Behaviour Report. Any incidents of online/ cyber bullying (see E-Safety policy) also follows the behaviour policy in the manner in which they are dealt with.

Incidents of sexualised behaviour – harassment or violence - are reported via CPOMS, which is then always dealt with by a member of SLT and Head Teacher and where necessary DSL (designated safeguarding lead). In the instance of harmful, sexualised behaviours two of our DSL’s will complete an IPRA (individual pupil risk assessment) and the AIM checklist. DSLs will recognise, respond and refer incidents/ pupils to the Local Authority where necessary, following pattern mapping on the AIM checklist. Outcomes and levels of intervention will be determined based upon types of presenting behaviours. Where abusive/ violent behaviours are identified, safety and support planning will be put into place.

See the Safeguarding 2022 policy, KCSIE 2022 policy and Anti Bullying policy for school’s responsible curriculum delivery.

**Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the inclusion team if they are involved. Teachers will be responsible for reporting any early warning signs for behaviour and safety to SLT and the inclusion team, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. SLT, the inclusion team and the class teacher will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

**Lunchtime behaviour**

We expect behaviour at lunchtimes to match behaviour at break time and in classroom situations. If a child’s behaviour and choices are not acceptable at lunch time then midday staff will follow the following procedures.

1. Speak to the child – review the situation, if appropriate provide a warning and/or 5 minutes time out.
2. If the child continues to make the wrong choices, they will share this information with the midday supervisor.
3. If the child continues to make the wrong choices, they will share this information with their class teacher.
4. If the child continues with this behaviour or it becomes a regular pattern of behaviour then midday staff will inform the Headteacher.

If a child is sent to the Headteacher, in order for restorative practice, the children will discuss the incident with the Headteacher and then do Times Tables, Spelling or write a letter of apology under the direct supervision of the Headteacher. Parents will also be invited in to discuss the situation.

**Confiscation of inappropriate items**

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for ‘prohibited items’ including:

* Knives and weapons
* Alcohol
* Stolen items
* Fireworks
* Pornographic images
* Illegal drugs
* Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
* Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

If and when an item is confiscated from a pupil, an IPRA (individual pupil risk assessment) may need putting into place for that child to help reduce and control the risk of future incidents.

**Pupils conduct outside the school gates**

What the law allows:

At Tithe Barn Primary we have high expectations of the children’s behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Headteachers a specific statutory power to regulate pupil’s behaviour in these circumstances ‘to such an extent as reasonable’.

Subject to the positive behaviour policy, teachers may discipline pupils when:

* 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.

Or 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.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

**Use of reasonable force**

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the ***positive handling policy*** will be adhered to and only staff who have completed Team Teach training will complete this. Following the use of physical intervention, a record of the intervention will be completed and there will be a restorative discussion with any staff and pupils, parent/carers will also be invited to participate.

Pupils who regularly present challenging physical behaviour will be closely monitored by the inclusion team and SLT. Often, an IBP (Individual Behaviour Plan), PHP (Positive Handling Plan) and an IPRA (Individual Pupil Risk Assessment) will be put into place for these children to help reduce the need for physical intervention and use of reasonable force.

**Malicious Allegations**

At Tithe Barn Primary allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidentially and every effort will be maintained to ensure confidentiality while the allegation is investigated. Suspension would not be an automatic response to an allegation.

Katherine Muncaster October 2022

**Appendix 1- The Learning Jungle- overview of characters and learning powers**

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| **Character** | **Learning Power** | **Behaviours** |
| Kelly the koala | To be curious | Asks questions  Notices things  Looks for patterns and connections.  Thinks of possible reasons.  Research  Ponders – What if …? |
| Emily the elephant | To concentrate | Manage distractions  Get lost in their learning  Breaks things down into smaller steps.  Focuses on one thing at a time.  Looks for patterns and connections.  Plans and thinks thing through.  Jot things down to help you think. |
| Albert the armadillo | To be resilient | Uses a growth mindset  Doesn’t worry if it goes wrong.  Learn from your mistakes  Is excited to try new things. |
| Sadie the Squirrel | To co-operate | Listens to others  Explains things to help others  Is kind when you disagree  Tolerant  Works together to … |
| The Monkeys | To self-improve | Keep reviewing your learning.  Improve one thing first  Try to be better than last time.  Take small steps.  Don’t compare yourself to anybody else. |

Appendix 2-Behaviours and Sanctions

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| Behaviour | Sanction |
| **Level 1**  Child day dreaming, looking around, talking (non-disruptive)  Talking, distracting others, slow to complete work, arguing with peers, calling out | **Non-Verbal**  A look, standing near the child, reminder of class rules, praise children nearby  **Verbal Request**  **‘Name’** your (**describe action**) please can you (desired **behaviour**). Praise a child with desired behaviour. |
| **Level 2**  Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions | **Verbal Warning**  **‘Name’** you have continued to **(describe action)** you need to make good choices. You can either chose to demonstrate good learning behaviours or choose to sit by yourself. |
| **Step 3 Offence**  Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions  Disruption to learning | **Time out in class**  ‘**Name’** you have continued to (**action)**, you now need to think about making the right choice (**desired behaviour**) in time out. Praise another child with desired behaviour.   * Own table away from others |
| **Step 4 Offence**  Swearing directly at an adult, refusal to come in from playtime/lunchtime.  Leaving the classroom | **Sent to alternative classroom**  ‘**Name**’ you need to go to time out in … (name classroom) for **action.** Then you need to  **(Desired behaviour).** If you continue to do **action** then you will…………………   * **Teacher to track the number of time outs a child has each half term. On the second time out, the teacher will call parents** |
| **Step 5 Offence**  Continuation of level 2- 3 offences.  Deliberate violence towards a child in the classroom, racist incidents, upturning furniture, | **Sent to Head Teacher**  Possible sanctions:  Time out in isolation for AM/PM  Letter and phone call home  Meeting with parents/ carers  A behaviour record of the child will be made |
| **Step 6 Offence**  Physical violence towards staff  Leaving the school grounds  Climbing on school property | **Sent to the Head teacher**  The head will then decide possible sanction:  Internal exclusion  Fixed term exclusion  Lunchtime exclusion  Meeting with parents/ carers  A behaviour record of the child will be made |