

Forty Hill CE School

Positive Behaviour Policy



Intent

At Forty Hill CE School, we believe passionately that every member of the school community is of equal importance in the eyes of God. Our school's positive Christian Vision and Values, which are agreed by pupils, staff, parents and governors, allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

Furthermore, we believe that the establishment of a good learning environment both within and outside the classroom is key to effective education. Effective teaching and learning is dependent on positive relationships established at school and classroom level through interactions between staff and pupils and between pupils themselves. We believe that it is crucial for parents to embrace the values of the school and also to model appropriate behaviours.

Our Vision

that our safe and welcoming Christian community gives every child every opportunity to be **fulfilled, healthy and successful.**



Our Values

to develop **confidence**,
respect and **determination**,
create **friendships**,
learn **forgiveness**,
and share in **celebration**



Fulfilled Healthy Successful

Aims

- To create an atmosphere of mutual respect, trust and responsibility
- To build self-esteem and positive attitudes in order to ensure that all pupils feel of equal value
- To build culture of self-regulation and emotional literacy.
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting expectations of behaviour within the school
- To ensure that all members of the school community recognise that there will be consequences for inappropriate behaviour and that these are consistently and fairly implemented
- To promote firm action against bullying of any kind
- To develop pupils' awareness of Christian and British values to enable them to understand their role in the world they live in.

Rights

- The School: The Governors have the right to visit the school and observe positive behaviour in practice. The Senior Leadership Team has the right to expect that all staff will model appropriate behaviour. The school staff, both teaching and non-teaching, have the right to work in an environment where respect is mutual
- Pupils: Pupils have the right to be safe and to be heard
- Parents: Parents have the right to expect their children to be safe. They should expect concerns to be heard and addressed where appropriate.

Implementation

Managing Positive Behaviour

We believe that good behaviour should be automatic and is the responsibility of the individual. Positive behaviour should be demonstrated by all those associated with the school.

We accept that, at times, pupils will deviate from expected standards of behaviour. This normally falls into three areas:

- 1) High spirits resulting in a lack of judgment or consideration for others - this can usually be dealt with swiftly by a calm conversation or look
- 2) Break down in the relationship between pupils resulting in a negative response from one or both pupils – this usually requires a more considered conversation and an opportunity to reflect
- 3) Failure to demonstrate the school values resulting in putting themselves or others at risk (this covers a range of behaviour choices)– this is the most serious breach of the Positive Behaviour Policy. Incidences will be dealt with on an individual basis to allow an appropriate response to the situation. Parents will be informed of the incident and the outcome. The school reserves the right to exclude pupils (internally, for a fixed term or permanently) who persistently defy the policy in this manner or, in the case of a parent, to ban them from the school site

Responsibilities

- The School: The Governors have a responsibility for monitoring the ethos of the school and the Senior Leadership Team have overall responsibility for establishing the ethos and for supporting staff in achieving positive behaviour. The school staff, both teaching and non-teaching, share a responsibility for consistently implementing expectations of positive behaviour
- Pupils: Pupils must be responsible for their own positive behaviour through self-regulation and meet the expectations set out by the whole school
- Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour and they model appropriate behaviour in their dealings with the school

Our Positive Behaviour Ethos

Children have to learn positive behaviour and the ability to self-regulate, this includes learning from their mistakes.

Consistency and a supportive environment is the key to success.

At Forty Hill:

- We establish class rules with our children at the beginning of each year to facilitate discussion of behavior choices throughout the year
- We remain open and honest with children and follow through with decisions made
- Before taking any action, we clearly communicate our intentions to the pupil
- Where required, we follow through with fair and effective consequences that are appropriate to the choices made by the individual or the group.
- We strive to be a “no shouting school”
- We seek advice and support to prevent a situation from escalating

And so...

- We set clear and consistent expectations in a positive way
- We provide simple explanations for these expectations
- We support our children through the use of the Zones of Regulation and the toolkits associated with each zone
- Where appropriate, we encourage our children to use their known toolkits independently
- We focus on identifying the root cause for the poor behaviour choices and support children to make better choices in the future
- We provide choices to the child when appropriate
- We recognise, praise and reinforce appropriate behaviour
- We allow time for children to respond to expectations
- We encourage the child to seek help and ensure that they always know who is available to help them (*e.g. friend, duty staff, class teacher, pastoral lead, senior staff, Vicar*)

Working in partnership with parents

We recognise that parents have a considerable influence upon their child's behaviour and play a vital role in ensuring their child is able to have a successful and positive day at school. We know that establishing an effective working partnership will positively affect standards of behaviour and achievement.

At Forty Hill:

- All members of the school community are expected to respect each other
- Parents should encourage their children to respect and value each other, and school property and equipment
- All members of the school community are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Parents have a responsibility to ensure their children do not bring any potentially dangerous objects to school that could harm themselves or others, including food items that could result severe allergic reaction.
- Parents should ensure their children understand that they must remain on the school grounds during the normal school hours
- Parents should model our school values when interacting with each other, staff and pupils.

We are also aware that parents may often hear short snippets of the school day and these can sometimes only focus on the negative or may not reflect the entire context. We strive to communicate with parents as best as we can, and aim to develop parental trust in the school system in order to proactively and positively resolve any breach of the Positive Behaviour Policy.

Positive Behaviour Strategies

The following is a guide to some of the positive behaviour strategies the school staff and pupils can employ to reward, recognise and encourage positive behaviour. These cover all aspects of school life so it is possible for all children to achieve a school award:

- Awarding values, achievement and star of the week certificates, table/group points, house points, Values awards/nominations, certificates and stickers, including our values stickers, for positive behaviour and achievement in areas across the curriculum and out of school
- Recognition of good behaviour through our 'Reach for the Stars' class based system, which are tailored to Phase 1 and Phase 2 respectively.
- Use of PSHE, 'Circle Time' and Philosophy for Children (P4C) to discuss aspects of personal and social development including positive and negative behaviour
- Religious Education lessons to discuss Christian Values, the teachings of Christ and tolerance and respect of others' beliefs or non-belief
- Discussing whole school behaviour issues at School Council meetings
- Consistent use of positive praise by all staff as a sincere and prompt response to positive behaviour or achievement
- 'Good News' postcards sent home to share good choices and achievements
- Giving positive feedback to individuals about their work/behaviour and commending behaviour to the whole class
- Showing work to others, including older children, other teachers and the headteacher
- Whole school Collective Acts of Worship on the School and British Values, the teachings of Christ and moral and social issues
- Setting of personal and class targets for improving work and/or behaviour
- Availability of a staffed support space inside school at lunchtimes for children who are finding it challenging to make good or safe choices or need to regulate.

Zones of Regulation

At Forty Hill we use the Zones of Regulation to support our children in making choices. We encourage our children to understand and identify their emotions and in turn, the tools that support them in dealing with their feelings in an appropriate and effective way. Our aim is that through understanding and managing our feelings, we can in turn regulate our choices and behaviour. Our children are familiar with the green, red, blue and yellow zones. We encourage our staff and children to use this terminology when approaching discussions around emotions as a shared and common language making discussion accessible to all. Our children are also explicitly taught about toolboxes for coping in each zone with the end goal of being ready to learn. We offer our children a range of strategies for their 'toolboxes', encompassing sensory supports, thinking strategies and calming techniques.

Poor Behaviour Choices

Whilst we strive for positive behaviour choices at all times, there will inevitably be times when the wrong choices are made. In class, this might be minor activity which can have a disruptive effect, for example: wandering about, calling out, interrupting other pupils, “fidgeting” with equipment or deliberate non co-operation. Outside the classroom, this behaviour may include: pushing when lining up, ignoring or walking away from staff, time-wasting, refusing to listen to staff or rudeness.

We believe that poor behaviour choices can be addressed by all staff members using positive reinforcement. However, there are times when appropriate sanctions are required to address these choices. Sanctions for poor behaviour choices agreed by the whole school staff include:

- A quiet conversation to remind pupil of class code of conduct, behaviour policy and/or school values
- A calm verbal warning and reinforcement of correct course of action by member of staff
- Change in seating arrangements within the classroom
- Missing of some of break-time to reflect on poor choice
- A quick conversation with parent(s) to work together to reinforce positive behaviour strategies

Breaches of the Positive Behaviour Policy

Unfortunately, there may be times when breaches of the Positive Behaviour Policy occur that require greater attention and the need for sanctions. Examples of breaches of the Positive Behaviour Policy (this is not an exhaustive list) include:

- Bullying, severe intimidation and tormenting
- Deliberate use of obscene or improper language, including discriminatory or derogatory language, intended to hurt feelings or offend
- Racial, social, cultural, disability or religious abuse/behaviour
- Stealing
- Deliberate vandalism of school property
- Rudeness/non co-operation with adults where positive praise and reinforcement from the member of staff has been exhausted
- Fighting with or hurting others including any form of hitting
- Leaving school without permission
- Refusal to follow instructions, which put the child or others at risk
- Sexual harassment or abuse

Sanctions for breaches of the Positive Behaviour Policy agreed by the whole school staff may include:

- Time out for reflection with an adult or in another classroom (*this would never affect the learning of that class*)
- Pupil discussion with the Head, Deputy or a member of the SMT
- Missing break-time and/or lunch time to reflect on poor choice
- Email and/or phonecall with parents about unacceptable behaviour
- Meeting requested with parents and pupil to discuss behaviour
- Individual Targeted Behaviour programme and/or Report Card
- Internal exclusion for a set period of the day
- Advice sought from outside agencies e.g. Behaviour Support Service, Educational Psychologist, Community Police

When a child has been upset or hurt by another child, we will always try to find the time to find out what happened and why it happened. Following a discussion with all children involved, a member of staff will use the Positive Behaviour Policy to support their judgement about further action including reflection time, an apology or other sanctions outlined above.

Reach for the Stars

The whole school follows our own “Reach for the Stars” class based behaviour system, however there are differences between the Phase 1 and Phase 2 approaches.

Phase 1

This system is based on five stages:

1. **Starting on a Positive** – all children start in the middle of our chart. This is because every day is a new day and we expect all children to be meeting our agreed expectations. This is represented by the **sun**.
2. **Moving Up** – Children who consistently do the right thing and show positive behaviour choices move up the chart. This is represented by a **rainbow**.
3. **Reaching the Stars** – Children who go ‘above and beyond’ the positive expectations of the school, move up to the highest position on the chart. This is represented by a **star**. Those who are still on the star on, will receive a special reward (often presented at the end of the half term).
4. **Moving Down** – If a child makes poor behaviour choices, they will move down the behaviour chart. This is represented by a **cloud**. Children will have a short time to reflect on their behaviour. All children will have the opportunity to move back up the chart if they show positive behaviour.
5. **Further Poor Behaviour** - Children who consistently make poor behaviour choices or breach the behaviour policy, will move to the bottom of the behaviour chart. This is represented by a **lightning bolt**. Children will have a longer period of reflection with a member of senior management to reflect on their behaviour. Again, children will have the opportunity to move back up the chart if they show positive behaviour.

Phase 2

This system is different to recognize the age difference between Phase 1 and Phase 2, as well as the greater understanding older children have of expectations of behaviour and increased awareness of the choices they make. There will not be a range of visual representations to move between, however there will still be a star to aim for in every KS2 classroom, for living out our school values and going above and beyond. Star children will be in the running to be invited to Tea with the Headteacher along with those children who have reached the Stars in Phase 1. The emphasis in Phase 2 is on positive reinforcement and encouragement, however, in those instances when children make poor behaviour choices, then the following applies:

If any of the following occur: inappropriate or hurtful language, disrespectful attitude, aggression and/or not following adult instructions, then the steps below will be followed within the school week-	
Step 1	Miss break with a parent email sent home (this will be for parents to discuss at home with their child, further conversations with the school will only take place if this happens again)
Step 2	Miss both break and lunch break, and parents will be expected to attend a meeting that day.
Step 3	Internal exclusion for period within a day and a parent meeting to introduce report card. We may also introduce at this point a RAMP (risk assessment management plan). Temporary removal of pupil responsibilities such as School Council or representing the school at sporting events.
If a child continues to reach Step 3 they may be at risk of a fixed term suspension from school.	

Persistent and Serious Breaches of the Positive Behaviour Policy

We believe that discipline should be a joint responsibility and we will work in partnership with parents, if there is a persistent or serious problem. We will contact parents if we are concerned about persisting behaviour difficulties. If a pupil continually breaches the Positive Behaviour Policy, persists in unacceptable behaviour or demonstrates a serious breach of the policy, the parents will be contacted and the child may be internally or externally excluded for a fixed period. In the most extreme circumstances, a child may be excluded permanently at the discretion of the headteacher and in compliance with the legal requirements at the time. The headteacher reserves the right to use consequences as she sees fit, without following the order as stated above, depending on the severity of the behaviour.

It should be noted that poor behaviour choices, or breaches of the positive behaviour policy, that occur outside of the school - but have an impact within the school - will be treated in the same manner as those referred to above.

Pupils with SEND

As an inclusive school, we recognise that behaviour can be different for all pupils. For pupils with Special Educational Needs, discussion with the Headteacher and/or SENDCo will determine the outcome of behaviour choices or

breaches of our policy. All children are dealt with on an individual basis. An individual behaviour plan may need to be created to support the child and their choices.

Incident logs

A variety of different logs are kept at Forty Hill. There are logs to record the following:

- Any incident involving a child or anyone employed at the school, which results in personal injury
- Aspects of bullying (including cyber-bullying) or racism
- Any incident which results in a decision to make a phone call or email home to the parents (this could be hurting, fighting, swearing, vandalism, over-aggression etc). This will not include every incident on the Reach for the Stars behaviour chart or minor issues that are dealt with in the classroom/playground.
- Any complaints/ concerns about a child's behaviour from own/other parents.
- Any behaviour incidents that raise safeguarding concerns e.g. sexual language
- Any contact about pupils from outside agencies

These logs will be recorded by a member of Senior Management and are all dated, indicate people involved, relevant information and action taken. The logs are held on our online Management Information System and reported to Governors termly and Ofsted in the event of an inspection. These records are confidential and can only be viewed by the parents of the child or outside agencies where appropriate.

Use of Physical Restraint

If a pupil becomes physically aggressive towards another pupil or member of staff, and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or him/herself or damage property, staff may use acceptable level of restraint. Please see our Positive Handling Policy for further information.

Impact

We believe that our behaviour policy provides a safe and welcoming environment that enables every child to have the opportunity to be **Fulfilled, Healthy** and **Successful** here at Forty Hill School. The strategies we have outlined in this policy enable us to provide children with the language, emotional literacy, values and boundaries they need to become responsible, caring and respectful citizens. Our behaviour records that we present to Governors on a half termly basis enable us to measure the impact of our approach to behaviour and compare with previous years, as well as identify trends in specific year groups or incident types, and therefore, tailor our approach to positive behaviour management continually.

Other Reference Documents

Anti-Bullying Policy
Child Protection and Safeguarding Policy
Department for Education School Exclusion Guidance
Educational Visits Policy
Equalities and Diversity Policy
Online Safety Policy
Parent Code of Conduct
Positive Handling Policy
SEND Information Report and SEND Policy

Monitor and Review of Policy

This policy will be reviewed regularly to reflect changing cohorts and the change in school values.

Ratified by the Governing Body: March 2022

Review Date: March 2024