

## Behaviour & Attitudes Policy Oldfleet Primary School

|                             |                      |
|-----------------------------|----------------------|
| Policy reviewed and adopted | Autumn Term 2 2021   |
| Version:                    | V3                   |
| Date of next review:        | Autumn Term 2 2022   |
| Responsible Committee:      | Local Governing Body |
| Monitoring:                 | Trust Board          |

# Contents

|   |          |
|---|----------|
| <b>Introduction</b>   | <b>2</b> |
| <b>1 Aims</b>   | <b>2</b> |
| <b>2 Objectives</b>   | <b>2</b> |
| <b>3 Implementation</b>   | <b>3</b> |
| <b>4 Roles &amp; Responsibilities</b>   | <b>3</b> |
| 4.1 Teaching Staff  | 3        |
| 4.2 Non-teaching Staff  | 3        |
| 4.3 Whole-school  | 3        |
| 4.4 Reporting Incidents Using CPOMS   | 3        |
| <b>5 Rewards</b>  | <b>3</b> |
| <b>6 Sanctions &amp; Detentions</b>   | <b>4</b> |
| <b>7 Stepping Down</b>  | <b>4</b> |
| <b>8 Detention</b>  | <b>4</b> |
| <b>9 One-to-One Support</b>   | <b>5</b> |
| <b>10 Pupils with Complex Emotional &amp; Behavioural Difficulties</b>          | <b>5</b> |
| <b>11 Teaching Styles</b>   | <b>5</b> |
| <b>12 Use of Restraint &amp; Positive Handling</b>                              | <b>5</b> |
| <b>13 Minimising the Use of Force</b>   | <b>5</b> |
| <b>14 Staff Authorised to use Positive Handling where Restraint is required</b> | <b>6</b> |
| 14.1 Recording & Reporting Incidents  | 6        |
| <b>15 Public Sector Equality Duty</b>   | <b>6</b> |
| <b>16 Person Responsible</b>  | <b>6</b> |
| <b>11</b>   |          |

## Introduction

Our vision, underpinned by co-operative values<sup>1</sup>, is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. We will achieve this by delivering the highest possible standards of education, and for this we rely on the performance of all our employees. With this in mind the Trust is committed to providing staff with development opportunities and support.

The success of THRIVE is due to our employees performing at a consistently high level, through a shared passion for teaching and learning, high aspirations for student learning, with each individual continually developing and growing professionally.

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

## 1 Aims

The school aims to:

- Create a framework to support all members of the school community to live and work together to meet the Cooperative Ethical Values<sup>2</sup> values of;
  - Honesty
  - Openness
  - Social responsibility
  - Caring for others
- Continuously improve standards of behaviour by developing good behaviour and attitudes, and reducing unacceptable behaviour and attitudes through a fair and consistent use of appropriate rewards and sanctions.
- Develop Growth Mindsets (positive learning behaviours).
- Foster the positive relationships that enable a learning community to succeed.
- Involve all members of the school community in a consistency of approach.
- Follow the principles of Restorative Practice.
- Provide behaviour support mechanisms for staff, parents and pupils where needed.
- Ensure a whole school approach to behaviour from Breakfast Club to classrooms, to play times to after school activities.

## 2 Objectives

In partnership with pupils, parents and governors our objectives are to:

- Guide all members of the school community about how to develop high standards of behaviour and positive attitudes to work and to each other
- Define the roles of pupils, staff and family members.
- Define both good and unacceptable behaviour and attitudes.
- Explain rewards and sanctions within the context of the cooperative values of equality and equity.
- Give guidance to staff and families about how the school will deal with persistent poor behaviour and attitudes.

---

<sup>1</sup> self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others

<sup>2</sup> <https://www.co-op.ac.uk/about/values-and-principles/>

### 3 Implementation

We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour. We work in partnership with parents and carers. We work with other agencies when necessary.

### 4 Roles & Responsibilities

- All staff are responsible for developing a calm and orderly atmosphere in the school where all can learn and thrive. The Head of School is accountable for this.
- All staff are responsible for ensuring that good behaviour and attitudes are promoted. Expectations for outstanding behaviour and attitudes are at the core of the school's cooperative values.
- All pupils are responsible for their own behaviour and attitudes, and to work with staff to develop these.
- The Trust will monitor Behaviour and Attitudes across the school on an annual basis. Governors will receive reports from the Trust to allow them to work with the school to develop this aspect of school life.

### 5 School Expectations

Our 5 school expectations are:

- We will be kind and helpful.
- We will move safely and quietly around the school.
- We will listen and do as we are asked.
- We will learn and let others learn.
- We will take pride in our school and look after it.

The school expectations encompass a wide range of expectations (what is good behaviour). Copies of the school expectations will be displayed throughout the school.

Adherence to these expectations shall be reinforced with frequent verbal praise and rewarded through Good to be Green points daily.

### 6 How Does the School Encourage Good Behaviour and Attitudes?

#### Staff as Role Models

The way that staff conduct themselves, how they model outstanding behaviour and attitudes and build positive and respectful relationships with pupils is crucial in pupils adopting the same behaviours and attitudes. Verbal praise feedback from a member of staff should be used frequently in classrooms, in corridors, in assemblies, in the dining hall and on the playground. Such feedback should be specific and related to a particular behaviour.

#### 'Traffic Lights'

All classes use the traffic lights system. At the start of each session all children's names are displayed in the green zone. At the teacher's discretion warning may be issued. If a child continues to demonstrate poor behaviour and attitudes their name will move to amber and an explanation given as to how their name can return to green within a stated time frame. If behaviour and attitudes continue to be unacceptable then the child's name will be moved to red and a sanction will follow (see section 8.1 "Using a stepped response"). At the end of a day all those children in green will be rewarded with a [www.classdojo.com](http://www.classdojo.com) positive 'It's Good To Be Green' award (5 points), children who have moved back to green may be awarded 'It's Good To Be Green' (3 points). Staff will reset the traffic lights at the end of each day. At the teacher's discretion traffic lights may be reset after the morning session eg. year 1.

#### Dojo reward system

The school systematically uses [www.classdojo.com](http://www.classdojo.com) as its main way of rewarding good behaviour and attitudes. The system allows for children to be part of what constitutes positive behaviour and attitudes, they see immediate responses and they can track their own progress.

The whole school shall use the following positive buttons:-

- 1. LM - Be Curious (3 points)
- 2. LM - Concentrate (3 points)
- 3. LM - Cooperate (3 points)
- 4. LM - Don't Give Up (3 points)
- 5. LM - Enjoy Learning (3 points)
- 6. LM - Have a Go! (3 points)
- 7. LM - Keep Improving (3 points)
- 8. LM - Use Your Imagination (3 points)
- Attendance 100% (5 points)
- Headteacher's Award (5 points)
- Home Reading (5 points)
- It's Good To Be Green (3 points)
- It's Good To Be Green (5 points)
- Lunchtime Award (3 points)
- Star Mathematician (5 points)
- Star Reader (5 points)
- Star Writer (5 points)

[www.classdojo.com](http://www.classdojo.com) information will be shared with parents via the Class Dojo app.

Once a child has reached 500 points they are eligible for an award of a book from the rewards cabinet in the dining hall.

### Praise Assemblies

We have a weekly Praise assembly where one child from each class is awarded the star learner certificate and medal. This is linked to one of the Learning Muscles to celebrate their growth mindset approach to learning.

## 7 Well-being lead

The Well-being Lead's role is to support children, teachers and families in the promotion of positive behaviour and to support children and families in the use of positive discipline and the principles of Restorative Practice. The Well-being Lead works closely with our DSL and behaviour updates are shared at weekly leadership meetings.

## 8 How does the School Sanction Unacceptable Behaviour?

### 8.1 Using a stepped response

| Typical behaviours  | Step 1 Typical Responses   |
|---|--|
| <ul style="list-style-type: none"> <li>● Not listening</li> <li>● Interfering with other's learning</li> <li>● Calling out when inappropriate</li> <li>● Inappropriate verbal and physical contact in class e.g. poking</li> <li>● Not staying on task</li> <li>● Answering back</li> </ul> | <ul style="list-style-type: none"> <li>● Gesture or a look, an acknowledgement of inappropriate behaviour</li> <li>● Private reprimand (not drawing the class's attention to the behaviour)</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Noisy or inappropriate classroom behaviour</li> <li>Noisy or inappropriate behaviour around school</li> <li>Poor work rate/ work expectations e.g. not enough work completed.</li> </ul>  |  |
| <b>Step 2 Typical behaviours</b>   | <b>Step 2 Typical Responses</b>  |
| <ul style="list-style-type: none"> <li>Continued repetition of examples from above</li> <li>Minor challenges to authority</li> <li>Name calling</li> </ul>   | <ul style="list-style-type: none"> <li>Moved to amber on traffic-light chart – Choice given to the pupil to modify behaviour and return to 'green' or move to 'red'</li> </ul>   |
| <b>Step 3 Typical behaviours</b>   | <b>Step 3 Typical Responses</b>  |
| <ul style="list-style-type: none"> <li>Sustained repetition of examples from above</li> <li>Leaving the classroom without permission.</li> <li>Inappropriate language</li> </ul>   | <ul style="list-style-type: none"> <li>Moved onto red on traffic-light chart</li> <li>Parking – the use of a buddy system where staff 'park' a pupil in a parallel class if appropriate prior to playtime sanction</li> <li>Short term sanction during playtime/lunchtime - behaviour discussed</li> <li>Logged on CPOMS</li> <li>Tracked by well-being lead</li> </ul>  |
| <b>Step 4 Typical behaviours</b>   | <b>Step 4 Typical Responses</b>  |
| <ul style="list-style-type: none"> <li>Fighting</li> <li>Serious challenge to authority</li> <li>Violence towards others</li> <li>Vandalism/Damage to property</li> <li>Taking things without permission</li> <li>Several Times On Purpose (STOP) bullying (including e-bullying)</li> <li>Racist comments</li> <li>homophobic / biphobic / transphobic discrimination</li> <li>Sexual Harrasment / Sexual Violence</li> </ul> | <ul style="list-style-type: none"> <li>Moved directly to red on the traffic-light chart</li> <li>Loss of full break time with a Senior Leader</li> <li>or Internal exclusion may be appropriate</li> <li>Head of School or Assistant Headteacher or member of SLT involved to set consequence</li> <li>Teacher to have a conversation with parents, either in person or over the phone</li> <li>Logged on CPOMS</li> <li>Fixed period exclusions may be appropriate</li> </ul> |

In using a stepped response teachers will use their professional judgement about the needs of each individual including their age and experiences.

## 8.2 Communicating with parents during stepped responses

Staff will use their discretion in communicating with parents when children are at either step 1 or step 2. Staff will make contact with parents at step 3 (Step 3 logged x3 within a half term (or sooner if deemed appropriate) meet with parents. Staff will meet with parents at step 4.

## 8.3 Certainty

When establishing the facts in relation to an incident a member of staff will carry out restorative circles and consult with all witnesses. Staff will come to a conclusion on the facts of a matter on the balance of probabilities.

## 8.4 Physical Harm and Retaliation

Harming others physically is not acceptable. Children are taught not to hit back or retaliate as this can only lead to harm. If this occurs both children will be dealt with appropriately.

## 9 How Does the School Support Children to Improve Their Behaviour?

### 9.1 Partnerships

The school recognises its shared responsibility with the pupil's family in developing good behaviour and attitudes. The school works collaboratively with parents so that children receive consistent messages about how to behave at school and at home.

Parents are provided with a copy of this policy via the schools' website or on paper by request and are expected to support the efforts of the school in promoting good behaviour and in sanctioning unacceptable behaviour.

The school will share [www.classdojo.com](http://www.classdojo.com) information with parents so that they can track and celebrate and support positive behaviours at home on an up-to-the-minute basis. Text to parents will also be used.

Parents will be regularly informed about their child's behaviour through informal meetings and at parent consultation meetings.

The school works in partnership with parents and outside agencies. Before an outside agency is invited to visit the school parents will be informed. Referrals may be made to the School Nurse, Steps to success (PRU Outreach), Educational Psychologists, Early Help, Social Care, Fair Access Panel for PRU and CAMHS.

### 9.2 Parental Contact When Forming an Individual Behaviour Plan (IBP)

Those requiring an IBP will meet with the Well-being Lead and their parents and consider the following;

- How the IBP will help to improve the quality of the child's school experience.
- How the IBP will help to improve the quality of other people's school experience.
- How the IBP will allow the child to be more positive and fair to everybody at school.

Each IBP will include strategies designed to improve behaviour. The pupil will then meet with the appropriate member of staff to discuss progress being made at agreed times, with appropriate regularity. These meetings will stop when both parties are happy with the improvements made and this will be communicated with parents.

### 9.3 Restorative Practice

Incidents will be dealt with in a restorative way, using the restorative questions.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did? In what way?
- What do you think you need to do to put things right?

### 9.4 Pupils with Special Educational Needs and Exceptions

If a child's behaviour is logged on CPOMS regularly and has reached the point where parents/carers have been invited to speak with the school then the child may have exhibited the criteria necessary for his/her special needs to be identified and a relevant intervention programme implemented. The Individual Programme will reflect the child's personal needs and be individually tailored.

## 10 Use of Positive Handling

We recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

Staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using positive handling;
- using ELSA to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using positive handling when the risks involved in doing so are outweighed by the risks involved in not using positive handling;
- using positive handling plans for individual pupils.

Members of the School team have been trained appropriately in the use of positive handling techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach' guidance. If any positive handling techniques are needed, details of the incident are entered into the CPOMS system.

## 11. Exclusion

In rare instances, and as a last resort, there may be the need to exclude and a fixed term exclusion will be considered. If further exclusions are required and if every initiative tried has failed then a permanent exclusion may be applied for. Governors, parents/carers and the LA would all have the right of appeal.

## 12 Public Sector Equality Duty

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Oldfleet Primary School adheres to these statutory regulations.

## 16 Person Responsible

Updated Autumn 2 2021

Head of School

To be reviewed Autumn 2 2022