



**Positive Behaviour Policy (including Covid adjustments)**  
**September 2020**

Agreed	March 2019
Time Scale	To be reviewed annually
Reviewed	September 2019
Reviewed	21 <sup>st</sup> October 2020 (FGB meeting)

**Philosophy**

Everyone at Charmouth Primary School has a part to play in the promotion of high standards of behaviour. This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of positive behaviour and supports the whole school community in relation to wellbeing, learning and social development. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act consistently and with confidence.

**Aims**

The aims of our approach to behaviour:

- To be welcoming and inclusive
- To maintain, encourage and promote positive behaviour
- To agree rewards and consequences
- To create a firm and consistent approach throughout the school
- To encourage independence and personal confidence
- To involve learners and parents
- To have effective relationships built on respect
- To encourage a ‘have a go’ attitude
- To celebrate success

**Promoting Positive Behaviour**

Charmouth Primary School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through respect for others, honesty, praise, being inclusive, teaching right from wrong, getting on with people and establishing positive relationships.

## **Rules, Rewards and Consequences**

Pupils, parents and staff were consulted in order to develop our rules, rewards and consequences. Posters of these are displayed in every classroom and throughout the school (see appendix 1).

## **Covid**

Adjustments have been made to our Positive Behaviour Policy to ensure that additional measures are in place to help protect and keep safe our whole school community during the pandemic. It is particularly important that rules and expectations are adhered to for the safety of all. The addition of the rule 'follow instructions quickly' supports staff in ensuring that children are able to follow changing expectations, routines and procedures, such as hand washing, the items that are brought into school, allocation of resources and use of particular areas. In the event that further additional measures need to be implemented, an addendum to this policy will be published.

## **Behaviour Expectations**

Our Golden Rules set out our expectations and are explicitly referred to when praising or reinforcing behaviour. These are displayed throughout the school.

### **1. Follow instructions quickly**

In order to ensure the safety of all, it is important that instructions are followed consistently and quickly. This is particularly important during the pandemic, with uncertain times and the likelihood of changing arrangements

### **2. Show respect to everyone and everything**

We expect mutual respect from all members of the school community, demonstrated through actions and words towards each other as well as away from each other

### **3. Be kind, caring and helpful**

We expect all members of the school community to show compassion by being kind and caring and to help one another where this is appropriate

### **4. Be honest and fair**

We expect all members of the school community to act honestly and fairly

### **5. Give everything a go**

We expect all members of the school community to demonstrate resilience and perseverance by giving everything a go

Classroom management and teaching methods have an important influence on the learner's behaviour. Our classroom environments give a clear message to learners about the extent they as learners and the effort they make are valued. We know that relationships between all adults and learners, the layout of the classrooms, classroom displays, access to resources and strategies to encourage positive behaviour choices all have a bearing on how learners behave.

We aim to ensure that all classrooms are organised to develop independence and are arranged to aid accessibility for all learners with displays developing learners self-esteem through demonstrating the value of every learner.

## **Praise, Reward and Celebration**

When pupils are well engaged and learning we need to 'catch them getting it right' through specific praise, celebration and reward. Rewards posters displayed throughout the school, outline examples of how these behaviours can be celebrated. Learners should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates success in behaviour as well as in learning.

**Non verbal praise** may include smiling, thumbs up, nodding of the head.

**Stickers** are available in every class. Sticker charts will be available to reduce repeated touching.

Children are in one of four **house teams**. They can earn points for their house. The team with the highest points at the end of a term will have a non-uniform day.

**Star Certificates** are presented in celebration assembly virtually by classteachers.

**Pebbles in the bucket** can be earned by an individual, group or whole class. When the bucket is full, the whole class receives the reward agreed as a class; this may include a film afternoon, extra sports sessions, golden time, a trip to the beach (with relevant staffing).

## **Consequences**

When positive behaviour is not being demonstrated, clear consequences are an opportunity for children to reflect on their choices and take steps to make positive behaviour choices. Further consequences provide opportunities for children to consider the wider impact of behaviour choices.

1. Non verbal reminder: Such as 'a look' or refocussing attention to the learning
2. Golden rule reminder: A positive reminder of the Golden Rule(s) that need to be adhered to
3. Time away in class: This may be moving a child to work at a different table or with a different group or involve moving a child to an independent learning space within the classroom (on the playground, this is time away from the group)
4. Play time reflection: Time should be spent in the classroom reflecting on the behaviour before having a discussion with the teacher considering any roots to the behaviour and reminders of positive behaviour choices. Children will still get the majority of their play time (on the playground, this is time spent with an adult on duty)
5. Time away out of class: A child may be sent to the practical area or other bubble class for time to get back on track. To be recorded on CPOMS and should this occur twice or more in a week, parents to be informed. During playtimes, this time will be spent sitting out on the bench.
6. Educational Consequence: A child will spend time with their teacher to learn about the impact of their actions; a think sheet will be completed (see appendix 2)
7. Head teacher informed and letter home: Parents are informed by letter or email with appropriate details of incidents and an outline of the consequence

During morning break or lunchtimes, children who need to catch up on work they have not completed due to their behaviour choices may be required to stay in class for a short period. Class teachers will log electronically any children requiring catch up.

Some behaviours exhibited may be persistent or more challenging. In such cases, additional consequences may be implemented, see below. Where a child is persistently unable to follow the golden rules or exhibits more challenging behaviour repeatedly, an individual behaviour plan and/or individual risk assessment may be required. A behaviour plan will involve a meeting with parents or carers and the individual child to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take. It will take into account the age, understanding and competence of the individual and be based on promoting positive behaviour choices. An individual risk assessment will identify risks to individuals, other members of the community and to school and personal property. It will include measures to reduce the risks.

#### *Persistent Disruption to Learning*

In a case of recorded persistent disruption to teaching and learning, the following consequences may be used before or as part of an individual behaviour plan;

- Report card (see appendix 3)
- Exit from the class – working elsewhere in the school
- Educational consequences
- Exclusion from play or lunch times
- Removal of privileges, responsibilities, additional activities and/or opportunities
- Internal exclusion
- Fixed term exclusion

#### *Bullying or Severe Playground Incident*

In the event of bullying or a severe playground incident, the following consequences may be used;

- Exit from playground
- Incidents logged
- Educational consequences
- Think sheet completed and discussed with an adult
- Playground exclusion
- Internal exclusion
- Fixed Term Exclusion

#### *Discrimination, Racial abuse and / or gender abuse*

In the event of an incident regarded as discrimination, racial abuse or gender abuse, parents/carers will be informed and the following consequences may be used;

- Incident logged formally
- Think sheet completed and discussed with an adult
- Racial and Bullying Incidents must also be recorded either in Racial or Bullying File
- Fixed term exclusion

### *Violence and Physical Aggression*

In the event of a violent or physically aggressive incident, parents/carers will be informed and the following consequences may be used;

- Exited from area
- Think sheet completed and discussed with an adult
- Formal record logged
- Internal exclusion
- Fixed Term Exclusion

### *High Severity Incidents*

Permanent exclusion may be a consequence for incidents which are of the highest level of severity, these may include:

- Possession of offensive weapon
- Serious theft or vandalism
- Use of, or dealing in, illegal substances
- Malicious allegations against staff
- Violence towards a member of staff
- Violence causing significant harm to another
- Actions causing or leading to significant damage to property

### **Bullying**

We believe bullying occurs when one or more children have the deliberate intention of hurting another child, either physically or emotionally, repeatedly. There is usually an imbalance of power and it results in pain and/or distress to one or more victims. Not all hurtful behaviour is bullying. We define bullying as an intentionally hurtful and repeated experience. We recognise that bullying can take many forms, including verbal, physical, psychological and cyber.

Prevention of bullying is key in ensuring all children feel safe and ready to learn; bullying is challenged and discussed in lessons, including PSHE and Computing, as well as in assemblies.

Where bullying or bullying type behaviours are reported, staff will be alerted in order to increase monitoring of both or all children. Observations will be logged on CPOMS to support monitoring of the situation. Additional 'check ins' will take place from different staff, including senior staff to support reporting of concerns and building of positive relationships with staff. Staff will be more readily available to intervene due to the additional monitoring. Children may be offered emotional support (ELSA) or other interventions to support team work, friendships and resilience. As appropriate, parents will be informed of concerns raised. Regular review will occur.

### **Behaviour Outside the Classroom**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education Guidance. This means that under the behaviour policy teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - o taking part in any school-organised or school-related activity
  - o travelling to or from school
  - o wearing school uniform
  - o in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - o could have repercussions for the orderly running of the school
  - o poses a threat to another pupil or member of the public
  - o 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 the staff member.

### **Fixed-term and permanent exclusions**

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the decision is made to exclude a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time parents are informed, it should be made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The school informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

### **Learners with Special Educational Needs**

We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that the school rewards and consequences are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Learners with behaviour difficulties on the SEND register may well have personalised support.

### **Foundation Stage**

The philosophy of our Positive Behaviour Policy applies throughout the school. We recognise that the level of understanding a child has of their actions can vary and any response to displayed behaviours takes an individual’s level of understanding into consideration.

### **Monitoring**

Behaviour is monitored as part of learning walks on a termly basis. Records of behaviour incidents are monitored termly by members of the SLT considering the number of times a child is required to catch up on learning, number of times children are required to go to foster classes, children causing persistent disruption to learning, any severe or serious incidents and the number of children on behaviour plans. Behaviour monitoring, including any exclusion data, will be reported to governors via the head teacher report.

### **The Role of Governors**

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the head teacher in carrying out the guidelines.

The head teacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

*Policy to be reviewed annually.*

Appendix 1: Posters

## Celebration

Non verbal praise	
Verbal praise	
Stickers	
House points	
Star certificate	
Sports awards	
Pebble in the bucket	
Parental contact	
Celebration assembly	
Newsletter	
Headteacher award	

 Working together to be the very best versions of ourselves.

## Golden Rules

Follow instructions quickly	
Show respect to everyone and everything	
Be kind, caring and helpful	
Be honest and fair	
Give everything a go	

 Working together to be the very best versions of ourselves.

## Consequences

<b>1</b>	Non verbal reminder	
<b>2</b>	Golden rule reminder	
<b>3</b>	Time away in class	
<b>4</b>	Play time reflection	
<b>5</b>	Time away out of class	
<b>6</b>	Educational consequence	
<b>7</b>	Headteacher informed & letter home	

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Playground Adjustment

## Consequences

<b>1</b>	Non verbal reminder	
<b>2</b>	Golden rule reminder	
<b>3</b>	Time away from group	
<b>4</b>	Reflection time (with an adult)	
<b>5</b>	Time away (sitting out)	
<b>6</b>	Educational consequence	
<b>7</b>	Headteacher informed & letter home	

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Appendix 2: Think sheet



Name .....

Date .....

**Reflect:** Write or draw a picture of what you did wrong and how that made people feel

**Repair:** Write or draw a picture of who has been affected, how they have been affected and what you could do to fix things

**Restore:** Write or draw a picture of what you have learnt and would do differently

Talked through with \_\_\_\_\_ (adult)

Appendix 3: Model Report Card



Appendix 3: Model Behaviour Report Card  
Card to be adapted for the individual and the class timetable

<b>Name:</b>	<b>Class:</b>	<b>Week Beginning:</b>		
Expectations:				
0= not achieved	1= some effort to achieve	2= almost achieved	3= fully achieved	
8:45	Monday	Tuesday	Wednesday	Thursday
9:00				
9:30				
10:30	B	R	E	A
10:45				K Singing Assembly
12:00	L	U	N	C
1:00				H
3:00	Celebration Assembly		Assembly	Assembly
Total:				
Reward		Next Steps		