

# Linden Primary School

## Positive Behaviour Policy

### Status

Statutory X

Recommended

Good Practice

### This Policy and Guidance takes into consideration DfE guidance:

Keeping Children safe in education (2023)

Behaviour and Discipline in Schools, updated April 2013)

DfE guidance - Use of Reasonable Force - Advice for Headteachers, staff and governing bodies July 2013

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006 School Information (England) Regulations 2008

Equality Act 2010

Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

Education (Independent School Standards) (England) Regulations 2012

### Consultation

Staff, governors and parents as appropriate

### Links with other policies

Child Protection and Safeguarding Policy

Complaints Policy

Anti Bullying & Hate Policy (pupils)

Whistleblowing Policy

SEND Policy

### Monitoring and Evaluation

Annually X

Every 3 years

Other  \_\_\_\_\_

Headteacher X

Governing Body

Other  \_\_\_\_\_

### Dates

Original Implementation January 2020

Reviewed January 2024

Next review July 2024

## Positive Behaviour Policy

### Aims and Values

Linden Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour policy guides staff to teach self-discipline and intrinsic motivation and echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that supports staff and pupils.

Our positive behaviour policy is centred around three core principle; **care, consistency and celebration**, and aims to:

- Create a culture of exceptionally good behaviour
- Build a calm and consistent approach
- Provide a safe, comfortable and caring environment where optimum learning takes place
- Ensure all pupils are treated fairly, shown respect and to promote positive relationships
- Help pupils take control over their behaviour and be responsible for the consequences of it
- Build a community which values kindness, care, good humour, obedience and empathy for others
- Ensure that excellent behaviour is a minimum expectation for all

We recognise that a clear structure of predictable outcomes has the most effective impact on behaviour. Our positive behaviour policy sets out the rules, relentless routines and visible consistencies that all staff and pupils at Linden Primary will follow. Good behaviour is recognised sincerely and celebrated rather than just rewarded. Our school has three simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

### Role and Responsibilities

All staff will:

- Promote our school rules of being *ready, respectful and safe*
- Regularly celebrate staff and pupils whose efforts go **over and above** expectations
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition board throughout each lesson to celebrate positive learning behaviours
- Give first attention for best conduct
- Never walk past or ignore pupils who are failing to meet expectations
- Be calm and consistent, allowing 'take up time' when going through the steps
- Follow up every time, retaining ownership and engage in reflective dialogue with pupils
- Use a shared language through scripted conversations

### Recognition and Rewarding Positive Behaviour

At Linden Primary, we recognise and reward pupils who go '**over and above**' the expectations. In our school, this means any pupil who exhibits behaviour over and above their norm. Our staff understand that the use of praise in developing a positive culture and learning environment can never be underestimated and that a quiet word of personal praise can be as effective as a larger, more public reward. Positive rewards and recognition include:

- Stickers
- Recognition boards
- Positive postcard
- Team points
- Star of the week with '*best seats in the house*'
- Always Club
- Home communication
- Hot Chocolate Monday

### Managing Behaviour

Engagement with learning is always our primary aim at Linden Primary School. For the majority of our pupils a gentle reminder is all that is needed. At Linden Primary, we praise the behaviour we want to see.

Although, there are some occasions when it is necessary for a child to leave the classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given 'take up time' in between steps and it is not possible to leap or accelerate steps for low-level disruption.

| Our Rules                            | Visible Consistencies                            | Over & Above Recognition   |
|--------------------------------------|--|--|
| Be Ready<br>Be Respectful<br>Be Safe | Wonderful walking<br>Lovely lines<br>Stop signal | Stickers<br>Team points<br>Recognition boards<br>Positive postcards<br>Star of the week<br>Home communication<br>Hot chocolate Monday<br>Always club |

### Stepped Sanctions

| STEPS  | ACTIONS   |
|--|---|
| 1. Reminder  | Gentle encouragement, given privately where possible:<br><br>I noticed you chose to... (noticed behaviour)<br>This is a REMINDER that we need to be...(Ready, Respectful, Safe)<br>You know have the chance to make a better choice<br>Thank you for listening<br><i>Example – 'I notice that you're running in the corridor. You are breaking our school rule of being safe. Thank you for listening.'</i>   |
| 2. Warning/Caution   | A clear verbal warning, given privately where possible:<br><br>I noticed you chose to... (noticed behaviour)<br>This is the second time I have spoken to you; you need to see me for two minutes after the lesson<br>If you choose to break the rules again you will have to leave the room<br>Do you remember when...(example of previous good behaviour)?<br>That is the behaviour I am wanting to see. I know that you can make good choices<br>Thank you for listening<br><i>Example – 'I have noticed you are talking when I am talking, this is breaking the school rule of being respectful. You will need to see me after this lesson and if you continue to break the rules, you will need to leave the room. Do you remember yesterday when you sat beautifully during phonics, that is what I need to see today. Thank you for listening.'</i> |
| 3. Calming Time  | Cool off might be a short time away from the classroom (learning walk, in another classroom)<br>It is a few minute to calm down, breathe and being to self-regulate their behaviour   |
| 4. Follow-up & Restore   | Restorative conversation:<br><br>What do you think were the poor choices that caught my attention?<br>What were you thinking about at the time?<br>Did you think about how it affected others? Can you think now?<br>What should we do to put things right?<br>What can I do differently next time?   |
| <i>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</i> |   |

## **Serious Incidents**

Depending on the age of the pupils these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Physical aggression or violence
- All forms of bullying
- Racists, sexist or homophobic comments
- Using abusive or offensive language

## **Exclusions**

### **Suspensions:**

Linden Primary School believes that, in general, suspensions/exclusions are not an effective means of moving behaviour forward. However, in order for pupils to achieve their maximum academic potential in school they must feel and be safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously risk or harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following every suspension (previously fixed term exclusion) the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and how best to move forward.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusions:**

At Linden Primary School, we believe that permanent exclusion should be seen as a last resort and that all reasonable steps to avoid exclusion should be made. Permanent exclusion should only occur when allowing the child to remain in school would seriously harm the education or welfare of the pupil concerned, or to other individuals at the school and is in response to serious or persistent breaches of this behaviour policy.

## **Positive Behaviour Management**

At Linden Primary School staff are trained in Team-Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold and move children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene to hold children in order to prevent injury to a child, or if a child is in danger of hurting themselves or others. The procedures are in line with government guidelines on the restraint of children. Records are kept and parents and carers are informed.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in classrooms.

### **What is reasonable force?**

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils. Force is used to either control or restrain and this can range from guiding a pupil safely by the arm through to more extreme circumstances such as breaking up a fight or to prevent violence or injury. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the Senior Leadership Team and/or staff member concerned.

### **Associated resources:**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

