

Clifton Green Primary School



Chair of Governors:	John Kesterton
Headteacher:	Nicola Jones
Date of Adoption:	Autumn Term 2020
Date of Review :	Autumn Term 2022
Members of Staff Responsible:	Nicola Jones /Kristine Procter
Reviewing Committee:	Teaching Learning and Curriculum
Statutory/Non Statutory:	Statutory

Behaviour Policy

1.0 Philosophy/Principle

At Clifton Green Primary School our motto of 'Better Never Stops' is underpinned by three key principles:

- Striving For Excellence
- Creating Opportunities
- Being Human

It is important that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can demonstrate a consistent approach in a nurturing environment, where everyone feels happy, safe and secure.

In addition, we aim to use this policy to support the DfE's advice for 'Promoting fundamental British values as part of SMSC (Social, Moral, Spiritual and Cultural Development) in schools' with particular reference to the values of respect and tolerance and an understanding that rules are in place to ensure well-being and safety.

1.1 Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise pupil self-esteem.
- To promote clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose.

2.1 At school we:

- Recognise that all behaviour is communication.
- Encourage children to be responsible for their own behaviour.
- Inform parents about their children's behaviour.
- Recognise and reward individual children and groups or classes for behaving well.
- Ensure feedback is constructive and supportive.
- Encourage all children to fulfil their personal potential, regardless of other influencing factors such as background, ability or gender.

2.2 School rules

There are 3 school rules:

1. Be Ready.....to learn.
2. Be Respectful.....to all.
3. Be Safe.....at all times.

Within EYFS and the beginning of Key Stage One children are learning to understand the principles that underpin each rule and working towards following them. As children learn, mature and journey through school we expect children to follow the rules at all times.

Children with SEND may also require support in adhering to our rules therefore teachers must always use their professional judgements in these circumstances.

2.3 Routines

Specific practices help to create a calm, safe, happy and welcoming environment for all. All members of the school community are encouraged to:

- Demonstrate calm and consistent behaviour-high expectations for all.
- Meet and greet.
- Walk on the left.
- Best behaviour gets first attention.

2.4 Children's rights and responsibilities

Children's rights are:

- To learn.
- Be respected and treated fairly.
- Be listened to.
- Be safe.
- Have fun.
- Make friends.

Children's responsibilities are:

- To work to the best of their abilities and allow others to learn.
- To understand and help define the rules of the school and classroom.
- To follow instructions of all the school staff.
- To respect others and treat them fairly.
- To take care of school property and the environment.
- Listen to and co-operate with other children and adults.

2.5 Staff responsibilities

Staff responsibilities are:

- To cherish and prioritise relationships with children and their families.
- To consistently make clear the expectations for good behaviour referring to the class rules and our learning behaviour blueprint. (*Appendix1*)
- To refer to school expectations every time we provide feedback or discipline and explain how a behaviour has/has not embodied these expectations.
- To be a good role model demonstrating the behaviour we wish to see.
- To recognise that each child is an individual with their own needs and respond appropriately.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and stimulating environment both physically and emotionally.
- To liaise with external agencies as necessary to support and guide the progress of the child.

2.6 Parent's responsibilities

Parent's responsibilities are:

- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.

- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To encourage independence and self – discipline.

2.7 Rewards:

As a school we believe that rewards are more successful in promoting good behaviour than sanctions are in preventing bad behaviour. This policy is based upon positive praise underpinned by a nurturing approach and recognises that all behaviour is communication. It promotes the idea that children are encouraged to make the correct choice as to how they behave, developing their own moral compass. Our reward system is set up to provide praise for positive behaviour.

This takes the form of verbal praise and positive feedback, ClassCharts points linked to the house system, celebratory house afternoons, certificates, awards, sharing success with parents/carers, assembly awards.

- We make clear our expectations for good behaviour- referring to the school rules and our learning and behaviour blueprint throughout each and every day.
- We encourage children to take responsibility for their actions and behaviour and use emotional coaching and restorative questioning to help resolve conflicts.
- We discourage unsociable behaviour by promoting mutual respect.
- We praise good behaviour and effort both privately and publicly.
- We adopt de-escalating practices to enhance children’s chances of getting out of difficult situations with dignity. (*Appendix 2 – list of de-escalating strategies*)

2.8 Sanctions:

If a child’s behaviour is negative and goes against the school rules the following actions will be taken.

- The child will be reminded of the rules and behaviours for learning and feedback will explain how behaviour has not embodied these expectations.
- Any incident is discussed using the Emotion Coaching framework and restorative questioning is used to help problem solve. (*Appendix 3 – Emotion Coaching/Restorative Questioning*)
- We encourage the child to take responsibility for their behaviour, supporting them to repair harm and make things right.

Teachers and other school staff will employ a range of strategies to ensure classroom discipline as part of their daily teaching practice. However if a child consistently chooses to break agreed rules after non-verbal reminders and verbal support has been offered the following steps will apply:

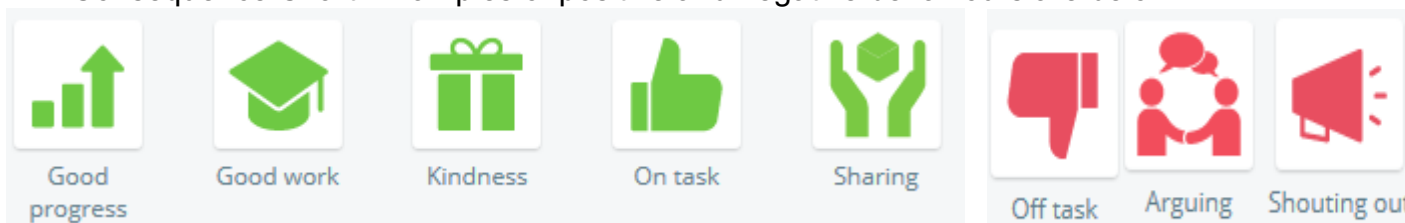
Consequences:		Suggested Script
If a pupil breaks a rule	A private verbal reminder is given	Name this is a verbal warning to...
A second incident	The incident will be recorded as a negative point on Class Charts.	Name the instruction was to..... You have chosen not to do this. I will be fair on you that is a negative ClassChart point. If you continue to make the wrong choice you will spend 10 minutes during break reflecting on your behaviour.
A third incident	Recorded as a negative point on Class Charts with notes.	Name the instruction was to..... You have chosen not to do this. I

	Lose 10 minutes of break remain in class	will be fair on you that is a negative ClassChart point. If this happens again you will spend Behaviour Support of class.
A fourth incident	Recorded as a negative point on Class Charts with notes. Behaviour Support in parallel year group class.	Name the instruction was to..... You have chosen not to do this. I will be fair on you that is a negative ClassChart point. Please go to Name Class to reflect on your behaviour/ continue with your work there. I will discuss your behaviour with you in your free time.
A fifth incident Severe	Recorded as a negative point on Class Charts with notes. Inform Behaviour Support/SLT Possible loss of privilege unable to attend a school club. Parents contacted (spoken to) by Class Teacher or Behaviour Team/SLT Possible Intervention Referral/IBP Referral	Name the instruction was to..... You have chosen not to do this. I will be fair on you that is a negative ClassChart point. You have chosen to lose 10 minutes of your break time to reflect on your behaviour choices.
Parents will be informally notified by the class teacher (ideally face to face discussion at the end of the school day, telephone call or via their planner,) if their child is consistently breaking a school rule. Dialogue and collaboration between school and home will always be sought to resolve issues.		

The progression of consequences outlined above is based on a *daily* sanction arrangement. If a child is subsequently involved in a negative incident the following day, they will be issued with a verbal warning. The steps to be followed thereafter are outlined above. However in some instances, the negative behaviour displayed may be judged by a teacher to be serious and require a step further up the consequence table.

2.9 Recording

ClassCharts is an online behaviour management system that enables all staff to track achievement and behaviour throughout the school day. Behaviour incidents both positive and negative are recorded on this system. Negative behaviour is recorded after the first formal verbal warning has been given and procedure will be followed as outlined in this policy on the Consequence Chart. Examples of positive and negative behaviours are below:



3.0 Severe Clause

This comes into effect when a child's behaviour *persistently* either:

- Disrupts the education of others.
- Exhibits behavior that is unsafe for self and others.
- Causes physical injury / mental distress to others.
- Damages property.
- Verbally abusive

Parents will be involved straight away, hopefully, prior to the need for exclusion. This may involve intervention support and/or the creation of an Individual Behaviour Plan.

3.1 Around School/Play Times/Lunch Times:

- Our school rules apply at all times and in all areas of school.
- All adults in school have a responsibility to ensure rules are followed in lessons, break times and lunch times inside and outside. This also applies to our breakfast and after school club.
- Good routines will ensure that opportunities for lapses in behaviour will be kept to a minimum.
- No child should be left in an outside play area without supervision.
- Staff on duty deal with minor incidents as outlined in this policy and at their discretion.

At play time and lunch time the following procedures will be employed if a child breaks a school rule.

Play Time & Lunch Time Consequences Procedure:		Script
If a pupil breaks a rule	A verbal reminder is given	Name this is a verbal warning to...If you
A second incident	Verbally informed of their second warning. 5 minutes Behaviour Support. (shadowing staff or at a designated spot) Verbally informed of next step consequence - 'Behaviour Support' room. Radio through to 'Behaviour Support' who record as a negative point on Class Charts with notes.	Name the instruction was to..... You have chosen not to do this. I will be fair on you that is a negative ClassChart point.If this happens again you will be sent to the 'Behaviour Support' room to talk to behaviour support.
A third incident	Verbally informed of third negative incident. Radio through to 'Behaviour Support Room' to inform member of staff that pupil is on the way. Sent to 'Behaviour Support'. Recorded as a negative point on Class Charts with notes.	Name the instruction was to..... You have chosen not to do this again. I will be fair on you that is another negative ClassChart point. Please go inside to the 'Behaviour Support' room to talk to behaviour support.

- 'Behaviour Support' space to be staffed by a senior member of staff /behaviour support. To ensure effective communication three radios are stored in the room of which two are distributed to outdoor duty staff.
- Emotion Coaching/Restorative Practise strategies to be employed on arrival.
- Any pupil who refuses to follow the system goes automatically into the 'Behaviour Support' room the following day.
- If a pupil is sent to the 'Behaviour Support' at lunchtime twice within one week, they will automatically remain in the Behaviour Support room for one whole lunchtime period that week. If the second incident occurs on a Friday, the child will remain in 'Behaviour Support' the following Monday.
- If a child is involved in negative behaviour at lunchtime for two successive weeks, as outlined in the bullet point above, a phone call home will be made to inform and collaborate with parents/carers.

3.2 Interventions to Support Behavior.

The school recognises that some children require specific interventions to meet their behaviour for learning needs and endeavours to accommodate these needs in the following ways:

- The Nurture Group is a short term, inclusive, focused intervention which currently targets children in year two .(*Appendix 4 – Six Principles of Nurture*).There are currently ten children in the class who are supported by a class teacher and teaching assistant. Children who attend our nurture group remain an active part of their base class and spend appropriate times within the nurture group according to their need. Children typically return full time to their own class within two to four terms. Children's learning needs, together with their social and emotional barriers to learning are assessed using the Marjorie Boxall Profile Assessment
- Lunch Club is offered to targeted children who find this transitional period difficult for a variety of reasons. The club is open to children from EYFS to Year 6 and attendance to the club is reviewed on a half termly basis.
- ELSA support teachers work with targeted children each week to promote emotional literacy and resilience. The school's inclusion support worker liaises with the wider staff team to identify those who would benefit from these types of support.
- The behaviour support team provide targeted interventions led by the behavior support worker for those children requiring additional support. Key behaviour's for learning are developed through wider opportunity experiences which encourage collaboration, build self-esteem and resilience.
- Class teachers may also choose to create individual behaviour charts for specific children with particular needs at any one time. The latter may involve a collaborative partnership between the home and school.
- For those children who are receiving regular support in school and who still present a challenge, a phone call home each week to discuss progress may be considered. Dialogue between parent/carers and school staff will involve discussing both the positive and negative behaviour exhibited at school that week including next steps for development.
- For those children who struggle with school life for a consistent time, the school may seek the support of Danesgate Community School and their outreach team. In the first instance this could involve the outreach team supporting teachers within school. Those identified by the outreach team and school as requiring more intensive support, dual placements at Kestrel house may be considered.

3.3 Restraining Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in *DFES Circular 10/98*, relating to section 550A of the *Education Act 1996: The Use of Force to Control or Restrain Pupils*. **There are currently three members of staff in school appropriately trained in restraint and de-escalation (Team Teach.) These are the headteacher, and two members of the behaviour support team.** Staff only intervene physical to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting themselves. The actions taken are in line with government guidelines on the restraint of children.

3.4 Exclusion

Exclusion from school is considered to be a very serious matter and will, usually, only happen when all other avenues have been explored. However, exclusion will be automatically considered when there is;

- Threatening, or verbally abusive, behaviour towards a member of staff, visiting adult or pupil.
- Racially abusive language or behaviour.
- Behaviour which causes significant physical harm to other children or staff.
- Significant damage has been made to school property either inside or out.
- Continued serious disregard for the school rules which impacts on their own and/or other pupil's ability to be safe and learn.
- Recurrent exiting from a classroom and a refusal to engage.

In the event of such behaviour, the Headteacher will make a decision based on evidence from staff, the child and any other witnesses, if appropriate. At this point, the LA and DFE Guidelines, located in the school office, will be followed. (*Appendix 5 –Exclusion Letter*)

3.5 Equal Opportunities & Inclusion

All children are expected to behave appropriately and, therefore, will be dealt with according to the same standards and guidelines, regardless of gender, ethnic background or ability. However, it is clearly understood that some children will require an adaptation to the behaviour management strategies used, in order to accommodate their particular needs. In such circumstances liaison between the Inclusion Leader and class teacher to determine appropriate individualised procedures will take place. Procedure in these circumstances would be documented on a child's provision map and shared with the wider teaching team where necessary. A variety of strategies, including incentives and contracts may be utilised in these individual circumstances.

3.6 Monitoring and Review

All staff will be consulted at the beginning of the year as to the ongoing relevance of this policy. Any changes and training requirements arising from this will be the responsibility of the headteacher and behaviour leader. The designated governor with responsibility for behaviour will meet the behaviour lead regularly to discuss the policy and its impact on the whole school. The policy will be reviewed annually.

3.7 Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The Local Authority Anti Bullying Policy including their parent and pupil guides together with the DFE guidelines for preventing and tackling bullying can be found in the school office. (*Appendix 6- Bullying*)

3.8 Non Negotiable Document/Key Practice Guidelines

Key aspects of this policy are outlined in the Behaviour Key Practice 2013 (updated July 2020) document to support staff in their daily practise. (*Appendix 7*)

References:

Exclusion from maintained schools, Academies and pupil referral units in England. DFE June 2012 (updated August 2020)

Behaviour and Discipline in Schools. Advice for headteachers and school staff. DFE January 2016

Getting the Simple things right: Charlie Taylor's behaviour checklists 2011 DFE

Preventing and tackling bullying. Advice for headteachers, staff and governing bodies. DFE July 2017

CYC Safe to Learn ~ Anti-Bullying Policy

Using de-escalation strategies effectively. Optimus Education Blog 2016. Elisabeth Smith

www.nurturegroups.org

Nurture Group Website

Clifton Green Behaviour Blueprint

Rules

*Be **Ready**... to learn.*

*Be **Respectful**... to all.*

*Be **Safe**...at all times.*

Adult Behaviour/ Visible Routines:

Calm and consistent with high expectations for all

Meet and greet

Walk on the left

Best behaviour gets first attention

Positive reflection time

Praise & Reward

ClassCharts

Recognition boards

Weekly certificates

Postcards

Phone calls home



At Clifton Green we all believe in:

*Striving for Excellence Creating Opportunities
Nurturing One Another*

Scripted intervention:

Thank you for...
I need you to...
It may be...
I hear what you are
saying...
I have noticed that
...
You have chosen

Stepped Sanctions:

Non-verbal reminder.
Private verbal warning.
Negative ClassChart
point.
Negative ClassChart
point + 10minute
reflection.
Time out in parallel class.
Behaviour Support/SLT.

Restorative Questions:

WHEN THINGS GO WRONG:

What happened?
What were you thinking
about at the time?

What have your thoughts
been since?

Who has been affected by
what you did? In what way?

What do you think needs to
happen next to put things
right?

**WHEN SOMEONE HAS BEEN
HARMED:**

What happened?

How did you feel when it
happened?

How does it make you feel
now?

What do you think needs to
happen next to put things
right?

How can we do things
differently in the future?

De-escalating Strategies

When to de-escalate

De-escalation techniques are most successful when used early, before the child becomes physically aggressive. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- balled fists
- fidgeting
- shaking
- 'eye-balling' another child
- head thrust forward
- clenched jaw
- Speech becoming more rapid or high-pitched.

These signs should not be ignored and you should never turn your back on an angry child in the hope that they just calm down.

Non-verbal techniques

Calm can be just as contagious as fear and must be communicated to the child. Approximately 55% of what we communicate is through physiology, 38% is through the tone of our voice and just 7% is through the words that we use. It is useful to remember these proportions when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate.

Techniques include the following.

- Appear calm and self-assured.
 - Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact and avoid standing square to the child.
- Maintain a neutral facial expression.
 - Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.
- Allow space.
 - Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.
- Control your breathing.
 - When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- Lower your voice and keep your tone even.
 - It is hard to have an argument with someone who is not responding aggressively back to you.
- Distraction and diversion are extremely useful.
 - When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.

- Give choices, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.
- Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation; for example, *'It must be really difficult for you ... thank you for letting me know'*.
- Use words and phrases that de-escalate, such as:
 - *I wonder if*
 - *Let's try*
 - *It seems like*
 - *Maybe we can*
- Tell the child what you want them to do rather than what you do not want them to do; for example, *'I want you to sit down'* rather than *'stop arguing with me'*.
- Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

Things to avoid

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.

Sometimes, no matter how carefully and skilfully you try to de-escalate a situation, it may still reach a severe stage/crisis point. In such circumstances seek assistance from colleagues/SLT.

Emotion Coaching

Step 1	Recognising the child's feelings and empathising with them.
Step 2	Labelling the feelings and validating them.
Step 3	Setting limits on behaviour (if needed).
Step 4	Problem solve with the child.

Restorative Practise Script

Restorative Practice
 What happened?
 What do you think needs to happen next?
 How do you think they are feeling?
 What were you thinking about at the time?

Restorative Practice
 What happened?
 What do you think needs to happen next?
 How does it make you feel now?
 How did you feel when it happened?

Restorative Practice

What happened?
 What were you thinking about at the time?
 What have your thoughts been since?
 Who has been affected by what you did?
 In what way have they been affected?
 What do you think needs to happen next?

The Six Principles of Nurture

Nurture groups are developed around six principles of nurture:

- Learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in the lives of children and young people.

Appendix 5 ref 3.4



Better never stops...

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clifongreenprimary@york.gov.uk
www.clifongreenprimary.co.uk
f /clifongreenprimary
@clifongreenps

Dear Parent / Carer,

I am writing to inform you of my decision to exclude your child. This means that they will not be allowed in school for this period details of which are:

Name of child:

Reason for Exclusion:

Start Date of Exclusion:

Number of Days:

Return Date and Time of Re-Admission Meeting:

Please note that for the first five school days of exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification. Parents/Carers may be given a fixed penalty notice or prosecuted if they fail to do so.

If you have any further questions or concerns, please contact school for an appointment.

You have the right to make representations to the governing body. If you wish to make representations, please contact the Chair of the Governing Body Mrs L. Comer c/o the school.

You should also be aware that, if you think the exclusion relates to a **disability** your child has and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the **Special Educational Needs and Disability Tribunal (SENDIST)**. The address to which appeals should be sent is **SENDIST, Procession House, 55 Ludgate Hill, London EC4M 7JW**.

Further guidance can be obtained from the exclusions guidance published by the Department for Education <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion> or the Coram Children's Legal Centre <http://www.childrenslegalcentre.com/> Telephone 08088 020 008.

You may wish to contact the School Services Team at West Offices, Station Rise, York YO1 8GA, telephone 01904 551554, or e-mail exclusions@york.gov.uk, who can provide advice.

In order for your child to return to school they must attend a re-admission meeting which you must also be present at. Your child will not be able to return to school until a re-admission meeting has taken place.

Yours sincerely,

Dave Brown
Headteacher

Ofsted Number: 121283 Chair of Governors: Mrs Lynn Comer
Headteacher: Mr Dave Brown Deputy Headteacher: Miss Nicola Jones

Anti - Bullying Charter

Clifton Green School works with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to identify and tackle bullying where appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns.
- Supports the child who experiences bullying to ensure that they feel safe and secure.
- Supports the child carrying out bullying behavior by imposing appropriate sanctions and restorative learning programs so that there are no future occurrences.
- Seeks to learn from anti-bullying good practice elsewhere utilising the support of the LA and relevant statutory/voluntary organisations when appropriate.

The school is committed to fostering an open environment whereby all children and parents are encouraged to share concerns about bullying. Bullying behaviour can take many forms with the most common experiences outlined below:

- Teasing or name calling.
- Making others do things they don't want to.
- Taking or damaging other people's things.
- Hitting or kicking.
- Playing unkind practical jokes.
- Making others feel unwelcome or scared.
- Ignoring or deliberately leaving others out of activities
- Saying or writing nasty things
- Sending abusive or nasty text messages or e-mails

Clifton Green Primary Behaviour Key Practise:

The behaviour policy is based upon positive praise underpinned by a nurturing approach and recognises that all behaviour is communication. It promotes the idea that children are encouraged to make the correct choice as to how they behave, developing their own moral compass. Clifton Green School's reward system is set up to provide praise for positive behaviour. Additional detailed information relating to behaviour management can be found in the Behaviour Policy.

Rules: There are 3 school rules:

1. Be Ready....to learn.
2. Be Respectful....to all.
3. Be Safe....at all times.

Routines: Specific practices help to create a calm, safe, happy and welcoming environment for all. All members of the school community are encouraged to:

- Display a calm, consistent approach with high expectations.
- Ensure best behaviour gets first attention.
- Meet and greet
- Walk on the left
- Positive reflection time

ClassCharts:

This is the prime approach to recording points for positive and negative behaviour choices. ClassCharts should be referred to throughout the day and be visible to children at certain points in a day. Teachers are expected to seize the opportunity to award positives and raise the profile generally of points being awarded to the children. The use of the IWB and the class IPAD can be employed to facilitate the recording of points during a lesson and out of lesson times e.g. transitions, lunch time, assemblies etc.

When awarding point's teachers should be explicit in their explanations of why a child has received a point and relate as much as possible to the school rules. Points awarded that require additional clarification should be recorded in the notes section.

Number of points:

All children should achieve 10 positives a week *at least*. Remember those with SEN will fall outside of these 'general' parameters. It is important that teachers look for positive behaviours particularly in circumstances where children have been awarded an increased number of negatives. Children should over a week be receiving a similar number of positive compared to negative points.

Note: *The children that test us the most need to hear the positives more than anyone else...*

Consequence Ladder: Teachers and other school staff will employ a range of strategies to ensure classroom discipline as part of their daily teaching practice. Teachers should recognise that each child is an individual with their own needs and respond appropriately. However for children who make the wrong choice they will be supported through the consequence ladder as appropriate. The use of restorative questioning and where necessary de-escalation strategies will be used when necessary. (De-escalation strategies Appendix 2 Policy)

Parental Communication:

Parents will be **informally** notified by the class teacher (ideally discussion at the end of the school day, telephone call via their planner,) if their child is **consistently** breaking a school rule. Dialogue and collaboration between school and home will always be sought to resolve issues. **All** communication with parents should be swiftly recorded on ClassCharts under the parent consultation folder. This enables SLT the Behaviour Lead and Support Worker to be fully informed of any discourse.

PPA:

Class teachers should ensure a laptop or IPAD is available for support staff to record ClassChart points during this time.

Positive Reflection Time:

At the end of each day class teachers will spend time reflecting upon the positives of the day.

This time could include:

- A teacher identifying a child in class and discussing what they had done, and/or the teacher expressing a more generalised positive experience about the day.
- Inviting a child to identify a positive behaviour they have been rewarded for that day, or something that they feel positively about.
- Using the random button on ClassCharts to select children to talk about a positive either about themselves or a peer.

Classroom Display:

All classrooms should have a designated behaviour display ideally at the front of the classroom which all children can see. This should include a copy of the behaviour blueprint, restorative question posters, ClassCharts behaviour for learning visuals and consequence ladder. This display should be referred to regularly when awarding points so children are clear as to the reasons they have received them.

Promoting Positive Behaviour in the Classroom

The following aspects may impact positively on classroom behaviour:

The Classroom Environment:

- Space, accessibility, clear pathways.
- Availability of resources, their quality and clear labelling.
- Continuity in organisation.
- An attractive, stimulating & tidy classroom with visual timetables.
- Display of Behaviour Blueprint and key visuals for Behaviour's for Learning.

Teaching Strategies:

- Having high expectations.
- Being punctual and prepared for lessons.
- Remaining calm and consistent.
- Praise the behaviour you want to see more of – best behaviour receives first attention.
- Praise children doing the right thing more than criticizing those who are doing the wrong thing (parallel praise).
- Grouping children effectively and providing effective, differentiated tasks which support their learning.
- Positioning of self within the classroom, allowing scanning to take place.
- Clear routines for transitions and stopping the class.

Better Never Stops.....