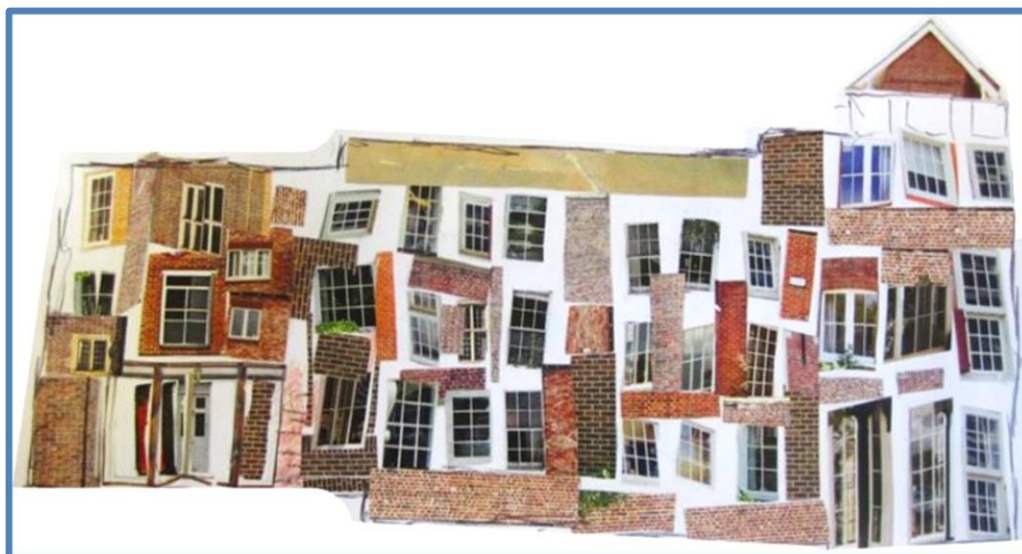


Sandhurst Primary School



Positive Behaviour Policy September 2024

At Sandhurst Primary School we believe in excellent progress and experiences for all in a safe and caring environment.

Last review date:	September 2024
Next review date:	September 2025
Approved by: Date:	Full Governing Body Sept 2024

This policy should be read in conjunction with the Positive Handling Policy, Anti-bullying policy and Values Education Policy.

Rationale:

For children to learn effectively, they need to be in an environment where they feel safe and are safe. Poor behaviour is a barrier to effective learning as it compromises the safety and wellbeing of pupils and adults in the school. This policy sets out our aims for pupil behaviour, our expectations of all stakeholders and our key strategies for promoting positive behaviour.

Aims of the Policy

- To ensure the safety and well-being of children and adults in school.
- To encourage a calm, purposeful and happy atmosphere in which effective teaching and learning can take place.
- To foster positive, caring attitudes towards everyone
- To help children develop an understanding of how their behaviour affects others and encourage a sense of responsibility for their own actions.
- To have a consistent approach to behaviour throughout the school
- To make explicit what we agree is appropriate behaviour and set out strategies for children to help manage challenging situations.
- To help children, staff and parents achieve a shared understanding of their respective roles and responsibilities.

We believe that children are less likely to misbehave if:

- they feel good about themselves
- they feel safe and that an adult will support them
- they have opportunities to engage in active play outside
- they are able to make friends
- they are on-task in lessons
- tasks are matched to ability
- they are clear about what is expected of them
- they receive appropriate praise from school and home
- they know that home and school share the same values

Children's responsibilities are to:

- treat everyone with respect
- keep the school rules

Staff responsibilities are:

- To treat everyone fairly and with respect.
- To promote children's self-esteem and help develop resilience.
- To provide a challenging, interesting and relevant curriculum in which children can succeed.
- To create a safe and pleasant environment in which physical and emotional needs are met.
- To make the school rules and values explicit and apply sanctions consistently.
- To be a good role model.
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To recognize each child as an individual who may respond more positively to one approach rather than another.
- To help children develop the vocabulary to express their feelings, and give opportunities to talk about their own and other's behaviour, especially, but not exclusively, in PSHE.

Our school rules:

1. Listen to all adults. Follow instructions the first time.
2. Keep your hands and feet to yourself. No hurting others.
3. Look after things that belong to you, other people and the school.
4. Use kind words – no put downs or swearing.
5. Be calm and sensible around the school

- To reflect upon the school's practices and the environment, and make any changes necessary to promote improved behaviour.
- To maintain records of behaviour incidents and audit them regularly to detect possible trends and patterns.

The Parents'/Carers' responsibilities are:

- To talk about what is appropriate behaviour in different situations and be consistent.
- To talk about how considerate or inconsiderate behaviour affects other people.
- To be a good role model.
- To encourage independence and responsibility.
- To show an interest in and value all that their child does in school.
- To foster good relationships with the school.
- To know the school rules and values, and support the school in the implementation of this policy.

To encourage good behaviour we:

- make our expectations of good behaviour explicit and model concrete examples
- provide opportunities to develop a sense of responsibility and understanding of cause and effect in PSHE and in assemblies and through the teaching of **Values Education** (see appendix 2)
- teach children strategies for controlling strong feelings
- model high standards of behaviour through our own actions
- praise good behaviour both privately and publicly
- show disapproval of the unacceptable action, never the child
- have a clear and agreed set of rules, rewards and consequences which are applied consistently

Rewards and praise to encourage good behaviour:

- Explicit, descriptive praise: "I liked it when you did that because."
- Non-verbal praise such as a smile or thumbs-up
- Praise in presence of parent or other important adult in school
- Focus on other aspects of school life, such as good efforts in work, to raise self-esteem
- Positive attention when not misbehaving
- Opportunities to take responsibility – class monitor for the day or message taker
- Opportunity to show work to others
- Opportunities for achievements both in and out of school to be acknowledged in public performances and school assemblies
- Golden Time
- Visit to another teacher or member of SLT
- Individual or class tokens, e.g. marbles in a jar, to reward specific behaviour or work

Good To Be Green

Each class has a chart with a pocket for each child showing a happy green frog. The frog can be replaced with other cards indicating the child has been told to 'stop and think', or has had a behaviour warning or, if the child has continued to misbehave, a consequence for that behaviour.

The aim is for the child to restore the green frog to the pocket by 'turning things around' and stopping the unacceptable behaviour.

Zones of Regulation

The Zones of Regulation approach is used alongside Good to be Green. Zones of Regulation supports the self-regulation of emotions and behaviours. There are four colour-coded zones where the Blue Zone represents feeling sad, sick or tired; the Yellow Zone agitated, overexcited or silly; the Red Zone angry, panicked or terrified and the Green Zone calm, focused and ready-to-learn.

Children are encouraged to recognise a range of emotions within each zone and their own behaviours when in a zone. They are taught that there is no bad zone, as all the zones can be experienced at different times depending on the circumstances. Children learn that it is important to recognise feelings and find an appropriate strategy to manage them so that they can return to the Green Zone.

Each class has a Zones of Regulation display in their classroom with opportunities for children to 'check-in' their feelings and access strategies to self-regulate their emotions. Teaching staff refer to the zones throughout the day and encourage children to reflect on their emotions when dealing with difficult situations.

What we do if a child misbehaves:

- We use recommended language (simple, unambiguous) and tone of voice (low and slow).
- We tell them to stop an unacceptable behaviour and what to do next.
- We listen to what the child says about the incident and anyone else that was involved.
- We make explicit what effect the child's behaviour may have had on others.
- We may discuss which value (from our Values Education list) has been disregarded.
- We encourage children to try to resolve disagreement themselves.
- We suggest strategies for preventing the incident happening again.
- We encourage children to take responsibility for their own behaviour.
- We may devise an individual support plan involving specialist staff.
- We record behaviour incidents to analyse patterns and to inform appropriate strategies.

Helping children to sort out their own difficulties:

- Children are encouraged to express their feelings without resorting to violence, swearing or abuse.
- They are encouraged to take responsibility for sorting out their own conflicts.
- Adults teach and model strategies and language for doing this: taking turns to speak, no interrupting, respectful body language and honesty.
- Adults act as guides after an incident, to see that children put the principles they have been taught into practice.

Encouraging reflection and empathy:

An adult usually speaks with the child immediately following an incident, but may decide to delay this part of the process if the child is not calm and receptive. This may be later the same day or the next day. Children are encouraged to think about what they did and the impact of their behaviour on others, and to consider which of the school values were ignored.

Using positive handling:

Positive handling is used as a last resort in certain circumstances. Please see the school's Positive Handling Policy for detailed guidance.

Screening and searching pupils:

If an adult believes a child has possession of an object that may be unsafe or stolen, a decision may be made with a senior member of staff to check a bag or pockets. This is always done after every effort is made to

persuade the child to surrender the object/s voluntarily. Children may be asked to show what is in their pockets or bag themselves, but if it is suspected that the object may be unsafe to touch an adult may check by shaking the bag or pocket out.

At all times more than one adult would be present and the child reassured that the purpose of checking a bag or pocket is to make sure everyone is safe and/or to resolve a problem.

Discipline beyond the school gate:

Because our children are very young, they are normally in the care of their parents or carers before and after school who are responsible for dealing with behaviour issues at such times. However, government guidance says that teachers are empowered to take action over misbehavior witnessed outside school when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Pastoral care for school staff accused of misconduct:

This is dealt with in the school Safeguarding Policy. Further information regarding responsibilities of the school can be found in DfE guidance: '*Dealing with Allegations of Abuse*' October 2012

Repeated or persistent misbehaviour:

For everyday incidents, we have an escalating set of consequences which are applied. These consequences make clear to the child:

- What the wrong-doing is and what they should be doing
- What the consequence is for the behaviour and what will happen if the behaviour is repeated.

Persistent misbehaviour, or serious incidents such as hurting adults or repeatedly running out of class, may warrant more specific involvement with parents and carers and alternative measures may be applied. These might include:

- Referral to other agencies for learning or behaviour support e.g. Stand Out Boys; New Woodlands outreach service
- *Internal exclusion for a fixed period
- Fixed term exclusion, or in extreme cases, permanent exclusion from school

*N.B. Three internal exclusions in one term would usually lead to a fixed term exclusion.

More serious incidents are logged by staff and they are checked regularly. Parents / carers are normally contacted to inform them of what has happened and a meeting may be arranged.

Pupils with SEND:

Unacceptable behaviour resulting from a child's particular difficulty is dealt with by making reasonable adjustments in accordance with what is considered best practice for that individual. For example, a child on the Autistic Spectrum (whether or not formal diagnosis has been given) will have an individual plan and a set of strategies for responding to conduct arising from his or her diagnosis and for promoting positive behaviour.

Sandhurst promotes six School Values:

- Respect
- Honesty
- Perseverance
- Positivity
- Fairness
- Kindness