

# Positive Behaviour Policy

## East Tilbury Primary School

<b>Approved by:</b>	[Name]	<b>Date:</b>	[Date]
<b>Last reviewed on:</b>	[Date]		
<b>Next review due by:</b>	[Date]		

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## 1. Aims

This policy aims to:

- Promote responsible and respectful behaviour, reflecting the Co-operative Values of Self-Help, Democracy, Equality, Equity, self-Responsibility and Solidarity.
- Acknowledge the important part that rewards play in helping pupils to self-regulate their behaviour.
- Provide a **consistent approach** to positive behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different stakeholders in the school community with regards to positive behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) and The Osborne Academy Trust:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 3. Definitions

**Poor behaviour** is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusal to follow instructions

**Serious poor behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes or Vaping device
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

Please refer to the East Tilbury Primary Anti-Bullying Policy, including Cyber Bullying.

#### **5. Roles and responsibilities**

##### **5.1 The Local Governing Body**

The Governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

##### **5.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the Trust statement of Expectations for Positive Behaviour for Learning (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

##### **5.3 Staff**

Staff are responsible for:

- Meeting and greeting pupils at the start of each day
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMS on the day the incident occurred
- Providing stimulating, engaging and structured lessons that will promote Positive Behaviour.

##### **5.4 Senior Leadership Team**

SLT will:

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the school
- Celebrate staff, leaders and pupils whose efforts go above and beyond our expectations.

- Regularly share good practice
- Support all staff in managing pupils with more complex and/or entrenched negative behaviours
- Use behaviour data to target, assess and influence school wide behaviour policy and practice.
- Regularly review provision for pupils
- The senior leadership team will support staff in responding to behaviour incidents.

## **5.5 Parents/Carers**

Parents/Carers are expected to:

- Support their child and the school in adhering to the pupil code of conduct and school policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

All stakeholders show a consistency of approach that aims to ensure the rewards and sanctions policy is adhered to and all involved feel valued as individuals and included in our community. Staff will always deliver sanctions calmly and with care for the benefit of all involved. High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Praise postcards
- Letters or phone calls home to parents/carers
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour in line with Trust Statement of Expectations for Positive Behaviour for Learning and Positive Behaviour Document displayed in school:

- A verbal warning and a recommendation from the teacher in reference to the positive behaviour flowchart.
- Second verbal warning
- Sanction which includes reflection time during break or lunchtime. This will be with the class teacher.
- If behaviour is persistent during the day a call home to parents.
- Incident recorded on SIMS and pupils made aware of this being on their record.
- Referring the pupil to a member of the pastoral team.
- Referral to a senior member of staff.
- 10 recorded incidents on SIMS will lead to a Behaviour Intervention Plan (BIP). This will be agreed with parents/carers.
- Review progress after implementing BIP plan after two weeks.

See appendix 2 for sample letters to parents/carers about their child's behaviour.

We may use isolation in response to serious or persistent breaches of this policy. Pupils may be put in isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Parents will be informed of this on the day of the incident.

Isolation is managed by the Pastoral Team and supported by SLT

## **7.2 Alternative Provision and Off Site Provision**

### **Alternative Education and Off -Site Provision**

Alternative education and off-site provision maybe used as a sanction for persistent or gross breaches of the behaviour policy. This will be implemented at the discretion of the Headteacher.

**Off –site provision will be reviewed and approved annually by the Trust.**

The schools may feel that exclusion is the consequence which needs to be used.

### **Fixed Term Exclusion**

Pupils sent home and removed from the school for up to five days. Work will be provided. The pupils are the responsibility of the parents/carers. Governors will not hold any type of review panel for fixed term exclusions administered by the Headteacher for exclusions that are 5 days or below.

### **Exclusion over 6 days**

Under the Education Act 2011 including The Schools Discipline Regulations (England) 2012, the school or, in the case of permanent exclusions, the Local Authority should provide educational provision. The Governing body will hold a review panel of any fixed term exclusion that are 15 days in one term or if a number of exclusions total 15 days or over in one term.

### **Permanent Exclusion**

Prior to any decision being taken the Headteacher must discuss an intention to permanently exclude with the Trust CEO & Chair of Governors. The Headteacher recommends to the Governors Discipline Committee that the pupil cannot return to school. Parents/Carers have a right to appeal, if the Governors uphold the Headteacher's decision.

### **Managed move**

Pupils who receive a fixed-term exclusion will normally be reintegrated back into mainstream lessons. This will be clearly stated on the exclusion letter. Where pupils fail to rectify their

behaviour or do not wish to conform to the positive ethos at the attended school, a “managed move,” a fresh start, or a time out placement at an Alternative Provision will be considered.

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting activity.

### **7.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will consider the consequence for the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally e.g. body language, facial expression.
  - Highlighting and promoting good behaviour with all pupils
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption. Display Positive Behaviour Chart prominently in room and refer to if necessary.
  - Develop class rules/expectations with the class at the beginning of the year and revisit regularly.
  - Use reflection sheets to improve empathy and behaviour.
  - Using positive reinforcement
- Develop a positive working relationship with parents/carers, which may include:
  - Being available to parents/carers at the beginning and end of the day for parents/carers to share concerns and positive feedback
  - Honesty when communicating with parents/carers
  - Regularly communicate with examples of excellence, kindness and determination through phone calls, face to face, letters home or praise postcards.
  - School reports and teacher consultation evenings.
  -

## 8.2 Physical restraint ( See Policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.**

These items will not be returned to pupils, the parent/carer will need to attend the school to discuss the item found.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour as part of their induction process and identified staff are trained in the proper use of restraint, using the Safe approach (Safer Support Aligned for Education)

Positive Behaviour management will also form part of continuing professional development.

### **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti- Bullying
- SEND

## **Appendix 1: written statement of behaviour principles**

Please refer to Osborne Co-operative Academy Trust Statement of Expectations for Positive behaviour for Learning.

The LGB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of Expectations for Positive behaviour for Learning is reviewed and approved by the Trust annually.

## Appendix 2: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear Parent/Carer,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our Positive Behaviour Policy, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

\_\_\_\_\_

Parent /Carer name:

\_\_\_\_\_

Parent/Carer signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear Parent/Carer,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our Positive Behaviour Policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

### Third behaviour letter

Dear Parent/Carer

I am sorry to report that, despite meeting and agreeing on a Behaviour Improvement Plan, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Inclusion Lead and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name:

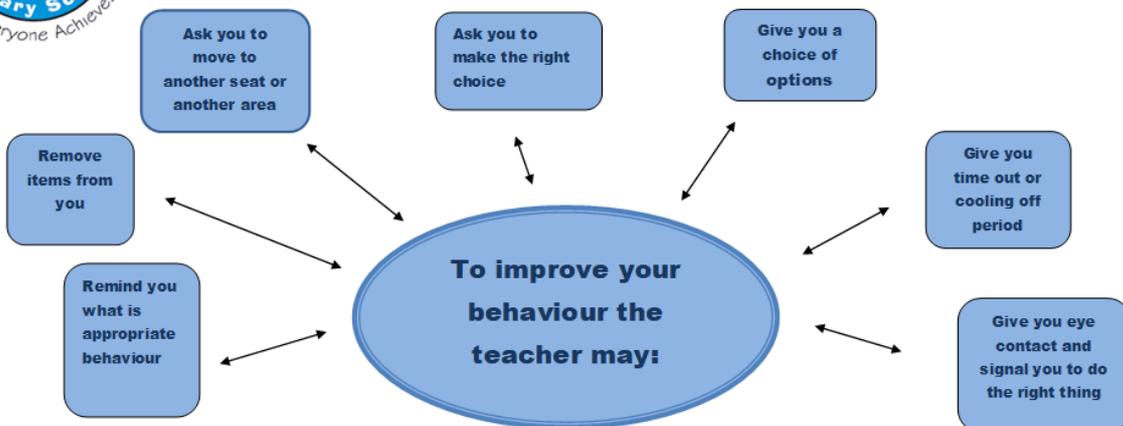
\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 3: Positive Behaviour Chart



**1<sup>st</sup> Verbal Request - You need to improve your behaviour NOW before you receive a consequence.**

**2<sup>nd</sup> Verbal Request - You will now receive a BREAK TIME/ LUNCHTIME REFLECTION TIME with your class teacher (maximum of 10 minutes.) This will be recorded on the school systems.**

**PERSISTENT VERBAL REQUESTS DURING THE SCHOOL DAY**  
 If you receive persistent verbal warnings during the school day your teacher will ring home and speak to your parents/carer.  
 This will be recorded on the school systems.

**FINAL STEP - PASTORAL TEAM**  
**Mr. Bennett Behaviour/Pastoral Lead/Assistant Head**  
**Mrs. Allen - School Counsellor.**  
 A member of the team will be called for. They will ask you to improve your behaviour and may ask you to complete your work in another room. Recorded on school systems. Call home/meeting with parents/carers.  
 Our aim is for every child to be working at their best in class.