

High Ash C.E Combined School



Positive Behaviour Policy

Reviewed annually- latest update September 2021

Next review will be September 2022

Key Principles:

- Every individual should be, and should feel, safe at school
- Everyone should understand our simple rules and shared expectations
- Children are praised and recognised for positive behaviours
- Bullying and violence will not be tolerated
- Children will be expected to show respect and to care for others and live our vision of 'letting their light shine' on others and being a Good Samaritan
- Adults will model the highest standards of behaviour

The governing body accepts these principles and seeks to create an environment in the school that encourages and reinforces good behaviour through positive reinforcement and praise

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To be respectful to all and to challenge inequality
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

At High Ash, we follow our PROUD principles as our expected standards of behaviour

These are:

P- Polite

R-Respectful

O-Ownership of our choices

U-Understand the feelings of others

D-Determined to improve.

Our behaviour expectations are underpinned by our Christian vision of 'letting your light shine' on others and through following the lessons of the parable of the Good Samaritan. It is based on challenging inequality and stereotypes.

We also have a set of agreed expectations 'Remember at High Ash we...' which are attached as an Appendix to this behaviour policy. They are there to ensure that children are ready to learn, are respectful to others and to keep everyone safe.

These principles are the ‘mirror’ that we look at ourselves through and are consistent with and re-affirmed within the school’s policies on:

- Personal Health and Social Educations (PHSE) and Relationships and Sex Educations (RSE)
- Equal Opportunities and racial Equality Policy
- Religious Education
- Pastoral Care
- Teaching and learning
- Equality and cohesion
- SEND Policy

SCHOOL ETHOS

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Their example will have an important influence on the children.

As adults we aim to:

- create a positive climate with clear behaviour expectations;
- emphasise the importance of being valued as an individual within a group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and an understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability or disability in line with the Equality Act 2010;
- show appreciation of the efforts and contribution of all.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and adapted to meet the needs of children of different abilities and need. Marking, feedback and record keeping can be used as a supportive activity, to provide feedback to the children on their progress and achievements. It is also an important signal to the children that their work is valued and that progress is meaningful. In line with our SEND policy, children with SEND have the curriculum adapted to meet their needs as well and support positive behaviour.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have a significant influence on children’s behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on-task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual’s contribution. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Partnership with Parents

Parents and carers have a vital role in fostering good behaviour. An active partnership between home and school offers great benefits. Close home / school liaison is crucial. Opportunities are made by school for parents and teachers to share any concerns about children's behaviour or social issues, which might occur. This takes place through informal chats after school, phone calls, written notes/emails etc. This contact is an integral part of school life. It is the expectation of the school that parents will also act as good role models at all times when on the school premises and support our PROUD principles.

Whole School based Reward and Sanctions system

Rewards

We aim to promote positive behaviour and achievement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued and important to keeping them safe, secure, able to learn and respectful.

It is also key that our positive reward system is applied fairly and consistently and we monitor this as a senior leadership team.

How whole school rewards works in practice at High Ash CE School

What happens if a child makes the right choices?

- Every child has 45 minutes of 'Golden Time' each Friday afternoon which are chosen by the children and adult led across a wide range of enriched activities (such as sport, drama, dance, art and craft, construction). These activities are all supervised by adults.
- 'Golden Time' is based on activities that the children have chosen and will take place across the school. They will choose these activities on a Monday morning so they know what reward to look forward to.
- In KS2 each class has a 'FAB' Recognition Board and good choices are recognised and rewarded on this. If 'FAB' is achieved the children are seen by the Headteacher for a special sticker. Good work is recognised with a Gold Star and also seen by the Headteacher.
- In Foundation and KS1 the children are rewarded with Monster Points and after 100 Monster Points they receive a treat from the Treat Box. They have a Shining Stars board to work to whole class rewards as well.
- Class teachers are also able to use motivational tools such as minutes earned for extra play or reward time and also initiatives such as Table Points.
- There is an annual whole school behaviour treat (e.g. Ice Cream Van) to recognise good choices
- Each fortnight we have a Star Assembly where the PROUD principles are recognised and we also have Good Samaritan Awards to reward kindness and compassion.

Sanctions

The overriding ethos of our behaviour policy is to reward positive behaviours in line with our school vision and values and the whole school reward system provides many opportunities for reward and praise as detailed above.

However, we recognise that children need clear boundaries and that we need to ensure the children are taught to understand responsibility and accountability. To do this effectively, there needs to be consequences for negative behaviours.

Our first aim in dealing with challenging behaviours is always to de-escalate and provide positive behaviour reminders.

What if my child makes a wrong choice?

Loss of Golden Time.

Should a child make a wrong choice after 2 warnings (amber and then red on our traffic lights) they will then lose 5 minutes of Golden Time. This will be recorded in the class Consequences Book. If their behaviour does not improve then they could lose further time, following the escalation process below:

- Loss of 5 minutes- spoken to by class teacher
- Loss of 10 minutes- spoken to by an Assistant Headteacher
- Loss of 15 minutes-spoken to by DeputyHeadteacher
- Loss of 20 minutes- seen by Headteacher, and a phone call home to parents/carers

However, each child will be given the opportunity to correct their behaviour and earn time back before the Golden Time session. Time earned back will be highlighted in pink in the Consequences Book.

Responding to incidents where a child is deliberately hurt, yet is not a serious incident (if serious, this would then move to review under our Exclusions Policy as mentioned below)

This will be investigated and if it is proven, then the child will lose 5 minutes of Golden time. They will then be seen by the Deputy Headteacher.

If they deliberately hurt a child again, yet it is not a serious incident, then they will lose 10 minutes of time and be seen by the Headteacher, with a phone call home. Loss of time for deliberately hurting another cannot be earned back.

On a Friday afternoon, all children who have lost Golden Time (and not earned it all back) will come to the Headteacher's office for the duration of their lost time. The Headteacher keeps a weekly record of how many children have lost Golden Time to track the impact of this behaviour policy.

At lost Golden Time, the Headteacher ensures restorative conversations take place and it is a reflection on what has happened and how to avoid this being repeated. The Headteacher will also then look at any additional support or interventions that may be needed for that child and monitor. Each child who has lost Golden Time is spoken to individually and we praise in public, yet discipline in private and ensure the child's voice is heard.

If the child repeatedly loses 5/10 minutes within a four week period, then the Headteacher will call home when they have cumulatively reached 20 minutes of lost time in order to act as a deterrent for low level disruption. Repeated low level disruptive behaviour could result in internal exclusion for a short period of time, such as a missed playtime or completing work in another classroom.

Recording and Reporting

White Incident Forms

To ensure fairness and to allow for the child's voice to be heard any incident that is physical or serious will have a white form completed. An example of this is attached in the appendix. These are then kept in the Behaviour File and analysed regularly to support identification of need, staff training or to address any commonly occurring behaviour issues or where early intervention may be needed.

These forms also ensure the pupil understands the incident and that there is an opportunity for restorative actions.

It also allows us to identify if there are any safeguarding concerns which could be affecting behaviours and/or if SEND is a factor in behaviours that need to be addressed (e.g Social/Emotional or Mental Health needs).

For children with Behaviour Plans and with challenging behaviours we also complete daily tracking sheets to spot patterns and trends in behaviours and risk assessments where needed.

Lunch Time Behaviour

Lunchtime is an influential and important time in a child's school day. It is a time when they are free to form friendships, to structure their own play and exert self-discipline and responsibility towards others away from the structured environment of the classroom.

At High Ash CE, lunchtime supervisors are aware of the school's behaviour policy and time is given during regular discussions to monitoring and evaluating practice and plan initiatives. This enables them to manage the children in school in a manner consistent with this policy. They are encouraged to respond positively to examples of good behaviour and reward appropriate responses. The supervisors are expected to liaise closely with Senior Leadership Team and class teachers and report both good and inappropriate behaviour.

Behaviour at WRAP (after school wrap around care provision)

Positive behaviour management is also our approach to WRAP and the key principles of this policy apply there too. In WRAP, the children have a reward chart to celebrate them showing the PROUD principles at WRAP. Every 10 stickers results in a reward from the Treat Box. Should children after 2 warnings not improve any negative behaviours then they have 5 minutes time out in WRAP. If there was a serious incident, then a member of SLT on site is informed and the behaviour policy followed as outlined in this policy. Further details of this are in our WRAP Terms and conditions which are agreed by parents when they take up a place.

Early Intervention

Early and effective intervention has an important part to play in developing appropriate behaviour. School is committed to modifying a pupil's inappropriate behaviour as soon as it starts to cause concern, regardless of the age of the child. Parents will be fully informed and involved at all stages of the intervention, thus enabling home and school to work together to bring about behavioural change.

Equal Opportunities

The School's Code of Conduct, alongside its curriculum, promotes equal and fair treatment of all irrespective of gender, ethnicity, culture, belief or ability. Behavioural expectations are the same for all children, as are the rewards and consequences used to promote positive behaviour. It is recognised that some children may require additional support, especially if they have SEND needs that impact on their behaviours. Please refer to our separate section on Behaviour and SEN at the end of this policy,

Bullying

Whilst there is no legal definition of bullying, At High Ash CE we define bullying as outlined by the DFE in the following way:

Behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- peer on peer abuse

The school adopts a preventative approach to bullying. It recognises the need to work as a whole school community to stop bullying occurring. The school communicates a strong anti-bullying message to children through the school ethos. Our separate Anti Bullying Policy should be read in conjunction with the behaviour policy.

Children who may require additional support

A few children, at some time during their school education, may require extra support with the management of their behavioural problems and their emotional difficulties, especially if they have social, emotional or mental health needs, have SEND and/or an EHCP for conditions such as ASD or ADHD.

Please refer to our separate section on Behaviour and SEND and our graduated response should the whole school behaviour system be not improving a child's behaviour choices or if behaviours become more challenging.

Behaviour on Educational Visits...

We expect the same standards of behaviour off site as we do at school and the behaviour policy and principles apply to educational visits as well. The visit leader for each educational visit will clarify any specific behaviour expectations with the children prior to the visit taking place in line with the visit risk assessment process.

Use of reasonable force...

The school follows the Department for Education's advice on the Use of Reasonable Force and will be used should we be concerned for a child's safety or that of other staff or pupils. We have some staff members who have restraint training if this is required, yet any member of staff could retain a child in an emergency safety situation. Should restraint be needed, this will be recorded and parents informed.

Exclusions...

We follow national statutory guidelines on exclusions provided by the Department for Education and if a child is at risk of exclusion we consult with the Local Authority Exclusions and Re-integration Team.

As the national guidance states, a decision to exclude a child is based only on disciplinary grounds and we would always seek advice from Bucks Exclusions and Reintegration team.

Each incident will be reviewed on a case by case basis; and depending on the incident and the behaviours, then an internal exclusion may be considered in the first instance (this is where the children is not taught in the class for a short period of time to reflect). Should this not be deemed appropriate, then a fixed term external exclusion of up to 5 days and no more than 45 days per term would be given and parents informed of the reasons for this and the length of the fixed term. If the child has SEND they would also be made aware of the reasonable adjustments in place. A permanent exclusion is very much a last resort due to a serious breach (one off) or persistent breaches of the school behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child themselves, or other children or adults in the school.

Internal exclusions

The duration of this will be dependent on the original behaviour and also how they behave during the internal exclusion. Parents will be informed of an internal exclusion and the child will be provided work and be supervised in this time. Internal exclusions take place in school, yet away from the child's usual class. They may have this time in a quiet room and be supervised or they may have this time in another classroom or different year group. Internal exclusions will be used in the first instance to deal with negative behaviours, unless it is felt that the behaviour demonstrated is more serious and warrants a fixed term or permanent exclusion.

An internal exclusion is seen as a short temporary sanction to nip any negative behaviours in the bud and provide reflection time for an individual and a restorative conversation.

If there is a repeated need for internal exclusions, then a Behaviour Improvement Plan would be put into place as part of a graduated response as well as other factors also being considered.

The decision for an internal exclusion is made by the Headteacher or a member of the senior leadership team.

Fixed term exclusions (FTE)

Examples of reasons for a fixed term exclusion may include the following, yet it is not an exhaustive list.

- Persistent disruptive behaviour
- Behaviour that seriously compromises health and safety
- Behaviour that seriously compromises good order and discipline
- Behaviour that seriously compromises the authority of staff
- Behaviour that seriously compromises other pupil's learning
- Serious or repeated cases of bullying
- Repeated abuse of policies on mobile devices, use of the internet.

The length of the FTE will depend on factors such as the nature of the incident, the levels of behaviours shown and/or if time is needed to implement strategies or hold a multi-agency meeting to allow a successful reintegration of that child back into school.

The school will provide work for the child for the period of their exclusion.

For any child whose FTE exceed more than 5 days in a term, then the Headteacher will also inform the school Governing Body.

The school will then work with parents and other agencies to support a successful reintegration into school following a fixed term exclusion, with a Behaviour Improvement Plan, a risk assessment and pastoral support. Referrals to other agencies will also be considered, according to the needs of the child and their context.

Only the Headteacher is able to authorise a fixed term exclusion.

Permanent exclusions (PEX)

As a school, we recognise the DFE's guidance and we fully accept that a permanent exclusion is a last resort. We also accept that it is a serious decision. We have to accept that due to levels of resourcing and in being a mainstream school, there may be an occasion when despite all efforts and reasonable adjustments that the decision to PEX is the last resort.

We would only make the decision to PEX if the Headteacher believed that there had been a serious breach (one off) or persistent breaches of the school's behaviour policy and also if the child remaining at the school would seriously harm the education or welfare of said child or that of other children or adults.

Examples of this may include (yet it is not an exhaustive list)

- Multiple FTEs for which no improvement in persistent disruptive behaviours (including bullying and racism) has been seen despite reasonable adjustments and interventions/support and/or behaviour continues to escalate or continue
- Actual or threatened assaults on pupils or staff, where serious harm includes a physical injury or seriously affects mental well being of staff or pupils
- Serious and significant damage to property that results in items needing to be repaired and replaced
- Carrying an offensive weapon or having an illegal item in school
- Criminal activity

In the unlikely event that a child does abscond from school, our policy is not to run after the child as this could increase the risk of harm to themselves. We will contact the police and parents immediately to support the safe return of the child.

Allegations against a member of staff

Any allegation against a member of staff would be dealt with through the Dealing with Allegations of Abuse against Teachers and other staff policy and guidance. If a child was found to have made a malicious accusation against a member of staff then a meeting would be held to ensure the child understood the consequences of their action and support provided for both the child and member of staff to reconcile differences. It is recognised that some children may require additional support to understand the severity of their actions.

This policy will be reviewed annually at the beginning of each new academic year.

Sara Boyce- Headteacher

Approved by the Governing Body: 22nd September 2021

Behaviour and SEND- a graduated response for children who have SEN and/or may require additional support.

For a small minority of children, the whole school behaviour system may not be working to improve their behaviours. In most cases, a graduated response will apply, although each situation will be dealt with on a case by case basis as some incidents may require a more escalated response.

How do we identify pupils who may need additional support with improving their behaviours?

This may come from a variety of sources:

Repeat appearances at weekly lost Golden Time
Analysis and investigation of white form incidents
Observations
Teacher or teaching assistant feedback
Parental feedback
Knowing if a child has SEMH or ASD that can mean their needs lead to more challenging behaviours
A safeguarding concern

For children who are not SEND, yet whose behaviours are a concern; the following additional measures may be put in place in the first instance: (please note this is not an exhaustive list)

Daily report card for rewarding agreed target desired behaviour and daily reward system to be earned
More immediate sanctions established (e.g. earning to go out a playtime or lunchtime) rather than waiting until Friday lost Golden Time
Home/school communication set up
Targets set for desired behaviours
Welfare check-ins with pastoral TA Restorative conversations
Look at potential causal factors and address those.

These are short term measures (usually 2- 3 weeks) and are then reviewed with parents. If behaviours improve, then the child reverts to being managed via the whole school behaviour system.

What if behaviours do not improve or are more challenging or the child as SEMH and/or ASD?

If behaviours do not improve we will start a more bespoke Behaviour Improvement Plan for the child or if they have SEMH/ASD then we will also start this process alongside their School Support Plan (SSP) and use the graduated response relevant to their primary SEND need, following assess, plan, do and review cycle as well as updating risk assessments and sharing with whole school team.

We will write the Behaviour Improvement Plan (BIP) with the team working with the child and involve the child, if able, and the parent. We will also complete a risk assessment.

We will also start to work with other agencies according to the child such as CAMHS, EP, OT, School Nurse, LA SEN team (if SEN) and Bucks PRU/Play Therapy and therapeutic curriculum offers.

From referring to appropriate agencies, we will also look at reasonable adjustments that could be made in our setting with the resources available to us. This could include (although is not an exhaustive list):

1:1 adult support/Now and next charts/when and then charts/ time out room /brain breaks or physical breaks/chunked work/ calming activities/ regulation and de-escalation strategies/ behaviour tracking grids to spot trends and patterns/ move to a bespoke, therapeutic curriculum/access to pastoral support programmes in school/ use of diagnostic tools (such as Boxhall Profile and Strengths Development Questionnaire)

These BIPS are regularly reviewed and shared with parents.

If behaviours still do not improve or escalate, then we will call a multi-agency meeting to ensure professionals working with the child can support school and parents. We would also approach the PRU for support and also advice from Bucks LA Exclusions and Re-integration Team, as well as SEND support if child has EHCP or virtual school if child is Looked After. We will also move to a more detailed 'Foreseeable Risk Assessment' approach and communicate to all persons working with the child.

It is always our intention to avoid having to apply exclusions to a child, especially if they have SEND/EHCP or are Looked After; however there may be occasions when despite the reasonable adjustments, use of de-escalation strategies, the BIP and risk assessments in place, an incident arises that causes physical or emotional harm to other adults or children, that significantly damages property and/or puts the safety of themselves or others at risk, then the Headteacher reserves the right to exclude the child from school, either on a fixed term basis or for serious incident or repeated disruptive behaviours as a permanent exclusion.

Whilst the interests of the needs of the child are paramount, the school also has to balance this with protecting the health and safety of its staff in accordance with the Health and Safety Act 1974.

In the event of repeated fixed term exclusions, the school will escalate to another multi-agency meeting, liaise with parents and seek further advice from local authority Exclusions and SEND teams and also look to see what other options are available in a suitable timely manner (e.g. managed move/full time PRU place/special school application if parents agree)

Permanent exclusions are a last resort and will only occur when the Headteacher believes that a serious breach or repeated breaches of the behaviour policy has occurred and if the safety, education and welfare of others in the school is at risk should the child remain in school.

Relevant documents include:

- Behaviour Incident Forms
- Behaviour Tracking Grids
- Behaviour Improvement Plans
- Risk Assessments
- Foreseeable Risk Assessments
- Multi-Agency Meeting proforma
- Headteachers' Exclusion Checklist