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Rationale

A consistent approach applied by all staff, underpinned by our values, will help children to navigate successfully through their school days and prepare them for taking their place in wider society. We want to raise children's self-esteem by developing their intrinsic sense of self-worth.

Principles

- Positive relationships between staff, pupils and parents is at the heart of all we do
- We recognise that some pupils require individualised approaches
- We will actively teach children how to behave and model the correct behaviour
- We will all have high expectations for all children and ourselves
- Consistency, engagement and communication between home and school is essential
- This policy applies to all areas of the school including clubs

School Values

There are four values that underpin all our work: *kindness, respect, responsibility and aspiration*.

The Home School Agreement

We reinforce the collective school values through our Home School Agreement.

Facilitating the Right Behaviour

- Proactive adults will minimise inappropriate behaviour
- A member of the Senior Leadership Team (SLT) will be visible and on duty each lunchtime
- Staff on duty at play and lunchtime will actively engage with children to facilitate good behaviour and to teach positive relationships
- Meal Time Assistants (MTAs) facilitate courtesy and table manners when eating. They organise games at other times and act as positive role models to support children's interactions and social skills.
- Year 6 will act as *Listening Buddies* to model correct behaviour for younger children
- Behaviour support strategies can be found in the appendix.

Recognition

- Specific praise is used frequently for a wide variety of reasons (see appendix for examples).
- Children receive positive recognition more often than 'negative' criticism. As a rule of thumb, 70:30 as a very minimum.
- There is a 'Sparkly Star Value Chart' where children and adults who have demonstrated exceptional behaviour can have their name displayed against a specific value. This is a fluid chart.
- Achievements are also recognised by stickers (usually with the younger children) and Values Cards. These help keep parents in touch with their child's successes.
- There is a Recognition Box in each class. Children's names are entered here. On Monday there is a weekly draw to choose children to have a special privilege in class.
- There are two Recognition Boxes for lunchtimes: one in the hall and one outside. On Monday, children's names are drawn to have a special lunchtime privilege.
- Teachers nominate a weekly Star of the Week who receives a trophy, a mention in Friday's assembly and a mention in the weekly newsletter.

- At the end of each half term an extra-special star of the term is awarded a special values badge to keep and wear.

Sanctions

Principles:

- Children are not allowed to disrupt the learning of others
- Children will be made aware that sanctions are for the behaviour and not the child
- Adults will consult with colleagues when at all in doubt about the best course of action
- We use the 3Rs to guide us: *remind*, *reflect* and *restore*.

Early Intervention:

- *Reflect & Restore (R&R)* is our principal method for helping resolve inappropriate behaviour. This is when adults spend time with the child helping them to reflect on what went wrong and to plan how to restore the wrong done.
- Staff use their professional judgement to assess when and how to use R&R. For example, it might be a short conversation in the playground with an MTA / TA. It might be the child is asked to walk alongside the MTA / TA for 5 minutes while examples of positive behaviour are pointed out. It might be done in class or at playtime with the teacher. It might require the intervention of SLT during a break.
- R&R should always be done at the earliest opportunity:
 - i) If it requires time during morning play or lunch then the next available slot after the incident should be used.
 - ii) If the incident is low-level and occurs at the very end of morning play or lunch play, the TA or MTA should still use R&R before the child goes into class. This is to ensure the incident is resolved and the lesson is a fresh start.
- Staff should use their professional judgement as to when to engage parents in this process. Good practice is to engage with parents early on although this will not always be appropriate for low-level incidents.
- Staff will contact parents for repeat occurrences.

SLT Intervention:

- If SLT intervene, parents will be notified.
- SLT will use time on their duty day to complete R&R which will usually involve the child completing a form which also goes home to parents.
- Short details will be logged in the SLT Shared Drive to enable monitoring.
- Consideration will be given to completing a CPOMS entry
- Incidents of bullying and racism will always be logged on CPOMS

Escalation / emergency:

- There may be an occasion when removing a child to another class is the best solution
- If any child is unresponsive to any adult and there are concerns about their and / or others' safety, consideration will be given to calling parents and asking them to attend.
- Any SLT member can be called in an emergency situation via a purple card delivered to them or to them via the school office.
- The office staff will hold a copy of the Vulnerable Pupils (VP) document in order to help direct intervention to the most appropriate adult.
- If a child is putting themselves or others at risk, the Headteacher or Deputy Headteacher can be called to support.
- Restraint will be used as a last resort by trained staff only. Any use of restraint will be logged on the record maintained in the Deputy Head's office and reported to parents.