

# Park Street C of E Primary School & Nursery



## Positive Behaviour Policy

Version	1.0
Name/Department of originator/author:	Rawdon McDonough
Name/Title of responsible committee/individual:	
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Target audience:	

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	May 2020	Approved by FGB

# Together we learn; together with God

## Our School Values

LOVE  
COURAGE  
TRUTH  
JOY

## Our School Aims

We want to learn and always do as well as we can.

We want to understand more about God and how He wants us to live.

We will love and care for each other

We will look after our world and everything in it.

## Philosophy

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. This policy seeks to ensure an agreed and shared philosophy that promotes an ethos of positive behaviour, a focus on the school aims and supports all in the school community to 'Aim High'. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act safely and with confidence. This policy is written using the guidance from the Governing Body written statement of our Behaviour Principles (Appendix 1).

## Aims

The aims of our approach to behaviour:

- to be welcoming and inclusive
- to maintain, encourage and promote positive behaviour
- to have agreed rewards and consequences
- to have a consistent approach throughout the school
- to encourage independence and personal confidence
- to involve learners and parents
- to have effective relationships built on respect
- to encourage a culture of risk taking
- to celebrate the achievements and successes of all

## Promoting Positive Behaviour

At Park Street C of E Primary School and Nursery, the behaviour and social and emotional development of our pupils is central to their ability to access and interact with the wider community. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- teaching right from wrong
- honesty
- respecting others
- getting on with people and establishing positive relationships
- demonstrating respect
- internal-discipline, self-management of behaviour and a sense of internal reward from positive behaviour
- giving genuine, explicit, individualised praise
- being inclusive

Pupils behaviour should be managed with sensitivity and with professionalism.

All staff at Park Street C of E Primary and Nursery School are trained in '**Hertfordshire Steps, Step On**' which is a therapeutic approach to behaviour management. It is '*The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*'

All staff promote pro-social behaviour, manage challenging behaviour, and have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

There are two 'Hertfordshire Steps' Tutors within Park Street C of E Primary School and Nursery who ensure all staff are trained in this approach to provide a consistent response to behaviour. These are Mrs Foster (Headteacher) and Mr McDonough (Assistant Headteacher)

We support the 'Step On' philosophy that long term *behavioural change* comes from developing internal discipline and that external discipline (in the form of inappropriate 'punishments' and reactive responses) only serves to suppress challenging behaviour. Children 'learn positive behaviour' and make good behaviour choices through:

- developing trusting relationships with adults and peers
- responding to role models and positive phrasing
- consistent use of scripts and routines, repetition and structure
- establishing clear and agreed boundaries
- praise and positive reinforcement
- comfort, forgiveness and restorative processes
- an established programme of PSE lessons which addresses healthy relationships, stereotyping, equality and prejudice
- an established programme of E-safety lessons

When pupils are engaged and learning, we need to '**catch them getting it right**' through specific praise and celebration.

What good behaviour looks like at Park Street C of E Primary School and Nursery:

- pupils say please and thank you
- pupils show respect and kindness to their peers
- pupils show respect and kindness to adults
- pupils show respect for the school environment
- pupils show a love for their learning
- pupils show gratitude

These behaviours should be recognised and responded to on a daily basis.

Good behaviour / effort is recognised in any of the following ways:

- private, individualised praise
- being given opportunities to share positive behaviour / learning with another adult
- sharing assemblies to celebrate work by all pupils
- notes in the diary or positive conversations with parents
- house points for effort
- displaying every learner's work
- thanking learners for positive responses

***Crucially, learners are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected.***

#### Planned Responses to Escalating Behaviours

When positive behaviour is not being demonstrated, we believe that it is essential that all adults use a consistent, shared response that allows children to take steps to make positive behaviour choices.

Responses to these behaviours should always seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour. These strategies include:

- positive phrasing
- limited choice
- disempowering the behaviour
- protective consequences
- educational consequences

A 'consequence' is a conclusion that logically or naturally follows from an action.

Types of consequences/actions could include:

- planned ignoring
- correction and overcorrection
- restitution
- timeout.
- Restore meetings

#### Planned ignoring

If getting attention is the motivation for a student's behaviour, the teacher's reaction may actually encourage it. Staff will need to teach students how to get attention in appropriate ways. Ignoring may be difficult to implement in the classroom, particularly if the behaviour is disruptive to learning. Be aware as well that others (for example, peers) may be inadvertently reinforcing students behaviour.

As well, staff may be concerned that others think they are “not doing anything” when they choose to ignore problem behaviour. Some behavioural experts use the terms “active ignoring” or “planned ignoring” to stress that this strategy takes a lot of intention and effort.

Another difficulty with planned ignoring is that an attention-seeking student may respond by increasing the frequency, intensity or duration of the behaviour, or choose to engage in an even more problematic behaviour. Be prepared for the problem behaviour to escalate before it decreases.

### Correction

Requiring the student to correctly display the desired behaviour can be an effective consequence. For example, if students run down the hall, have them return and walk instead. Give them an opportunity to “do it right.”

### Restitution

Restitution involves having the student correct the situation. For example, if he or she breaks something, ask him or her to repair it or speak to the parents about how the situation could be resolved.

### Time away

Time away involves removing students from a task, situation or materials until they are ready to come back and complete the task or correct the situation. For example, a student is throwing around maths blocks instead of doing a maths activity, so the teacher takes the blocks off the student’s desk. The student has partial control, in that the teacher returns the blocks if the student asks for them and commits to doing the activity appropriately.

### Timeout

A student who is anxious or upset may need to leave the situation to calm down before any redirection or teaching of new behaviours can occur. Combine this approach with positive programming strategies such as teaching students to recognise when they are becoming anxious, and teaching them to independently remove themselves from situations before they lose control.

Because removal from the learning environment is a restrictive and serious form of intervention, use it only when less restrictive interventions have proved ineffective. Always use timeout cautiously, and carefully document the process that was followed.

The timeout procedure for each child should be recorded on their one page profiles. Staff to keep a log in their classrooms of when timeout is taken and for how long.

### Restore Meetings

Restore meetings should follow any consequence that has been used. The challenging behaviour should be discussed and the impact it has had on the pupils/adults involved. Then, the conversation should focus on the positive behaviours that are required. Again, discussions on the impact on the pupils/adults is vital.

Notes should be made and placed on CPOMS. In this way, behaviour patterns can be monitored and explained to parents.

Menial tasks, such as writing lines or ‘missing break’ with no discussion around the challenging behaviour, have no positive impact on pupils ‘learning’ about how to change challenging behaviour into positive behaviour, and therefore, must not to be issued by adults.

**All parents to be informed of any protective or educational consequences.**

## Guidelines for using Positive Consequences

- Make clear to students what the problem behaviour is and what the consequences are for engaging in that behaviour. For low-level behaviour, the appropriate consequence should fit the action and the circumstance. For example, if a child is calling out in class, then planned ignore may be used followed by a correction. If a child is unkind to another, then a letter of apology may be the appropriate action
- Deliver the consequence that has been discussed
- Recognize and embrace the use of consequences as a teaching tool, not a punishing tool. The consequence gives students another opportunity to learn that what they have done is problematic and that they can correct their behaviour
- Be consistent. The severity of the consequence is not as important as its certainty. People speed because they only get caught sometimes. Students display problem behaviour because they sometimes get away with it. It is harder to learn to stop a behaviour if sometimes it is a problem and sometimes it is not
- Be sensitive about when and how the consequence is delivered. If possible, avoid delivering a consequence in front of the student's peers
- Deliver the positive consequences in a matter-of-fact way. When an adult shows emotion while delivering consequences, students tend to react emotionally and therefore don't think about what they should have done. They are less likely to learn from the consequence
- Always follow up the consequence with a restore meeting to discuss the negative behaviour demonstrated and how it has affected them and others. Ensure the discussion leads to positive thoughts and how the child could correct their behaviour and the positive impact this will have on them and others

## Guidelines for Consequence Conversations

- Make sure the distance between the negative behaviour and consequence conversation itself is as short as possible
- If possible, it should be the adult who identified the negative behaviour to be the one who has the conversation after- sanctions don't work as well where responsibility is delegated to someone else to give them – the best sanctions are applied very soon after the incident
- If you feel that the Headteacher or Assistant Headteachers need to be part of these conversations, then they can attend but should not lead the conversation
- Conversation itself should be reflective. Ask questions to the child- what was the negative behaviour today? Why did you behave in that way? How do you think it made me/you/the class feel? What can we do to ensure it doesn't happen again?
- These conversations should take place privately, away from the class
- Reflective writing is something that could also take place, if appropriate

## Recording and Reporting

- All conversations with pupils/parents that involve a consequence to be recorded on CPOMS
- The Headteacher and SLT will be responsible for monitoring the CPOMS logs

## Escalation of Behaviour

If behaviour is not restored and a pupil is unable to manage their behaviour in a safe way, staff will use a 'de-escalation' script to remove the pupil safely from harmful behaviour. This script may be used if necessary, in conjunction with physical intervention, (as part of the Step On strategy) to usher or guide a child to a safe place where they can de-escalate safely. Every member of staff has a copy of this script so that consistency is maintained.

Once a child has overcome the crisis phase and de-escalated, it is imperative that adults carry out a 'Reflect, Repair and Restore' session where behaviour can be discussed and resulting consequences and actions put in place (Appendix 2). This is an important phase to forgive the behaviour and help the learner to understand the link between the behaviour and its consequences and understand how to respond to stressful situations differently in the future. Restorative activities such as; supported thinking, social stories, comic strips, role play, discussions around emotions or using a 'Roots and Fruits' tree (see appendix 3) will complete the therapeutic process.

These sessions should be conducted with an understanding of the context of the child. This knowledge is intended to help adults consider the underlying causes of negative behaviour choices which need to be understood rather than suppressed.

In the event of a physically violent incident, physically or verbally aggressive incident towards members of the school community or property or an incident which involves sexual violence or sexual harassment the following consequences may be used;

- removal from the place the incident took place
- repair, reflect, restore discussed with an adult (and other children where appropriate)
- an educational / protective consequence
- Parent / Carer notified of both the victim and perpetrator
- a record of the incident made on CPOMS
- an internal / fixed term / permanent exclusion
- referral to or advice sought from Children's Services
- an 'Individual Risk Management Plan' put in place
- a 'Pastoral Support Plan' put in place
- a 'Safety and Support Plan' put in place
- a 'Risk Assessment Management Plan' (RAMP) put in place

## Individual Risk Management Plan

For a few pupils, whose behavioural needs are exceptional an 'Individual Risk Management Plan' may be required to formalise strategies for all staff, so a consistent response to challenging or dangerous behaviour is given to the child.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all.

A plan co-ordinator will consider the following:

- calculate the risk of dangerous behaviour towards themselves, peers, adults or property
- consider the pupils 'Roots and Fruits' and 'Anxiety map' (Appendix 3) to identify areas of difficulty
- identify a pupil's 'Pro-social' behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- identify 'difficult' behaviour and set out planned scripted responses to difficult behaviour
- identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed safely without harm to themselves or others, in line with the school's 'Restrictive Physical Intervention' policy
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- consider the age, understanding, and competence of the individual learner
- outline the 'Reflect, Repair and Restore' phase
- base a plan on the basic premise that "*Positive experiences create positive feelings and Positive feelings create positive behaviour*" (Hertfordshire Steps Behaviour Management 2016)
- review the plan on a half termly basis, or sooner if further incidents occur

Adults always seek to de-escalate behaviour at each stage.

### Pastoral Support Plan

For very few pupils, whose challenging behaviour has resulted in several *internal exclusions*, a 'Pastoral Support Plan' is put in place. This means the school can monitor very closely the behaviour of a pupil for whom a fixed term exclusion is deemed imminent or whose behaviour has not been modified by the actions on their 'Individual Risk Management Plan'.

These plans will include the aspects of an Individual Risk Management Plan but will be completed daily over a 16-week period, by the end of which a significant change in a child's behaviour must be seen in response to intensive support to ensure every effort is made to avoid exclusion. The Headteacher will contact parents/carers by letter to inform them of an initial meeting to discuss their child's Pastoral Support Plan.

A plan co-ordinator will collect the following prior to the initial meeting:

- pupil voice
- parent voice
- teacher voice and a scale rating prior to the plan about certain aspects of the pupil's behaviour
- a plan setting out strategies, actions and outcomes for the child

A plan co-ordinator will complete the following specific actions over a 16-week period:

- daily monitoring of child's behaviour
- weekly parent meetings to discuss progress
- individualised work with the child to effect behavioural change
- a reviewed teacher scale rating to measure progress fortnightly
- a reviewed pupil voice rating fortnightly
- referrals to outside agency support



## Safety and Support Plan

For some pupils, a 'Safety and Support Plan' or 'Risk Assessment Management Plan' (RAMP) may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other children and so that all staff are aware of their duty of care to the children.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others.

A plan co-ordinator will consider the following:

- removal of the alleged perpetrator from the class of the alleged victim
- contact parents/carers of the alleged victim and alleged perpetrator to explain actions after an event
- calculate the risk of dangerous behaviour towards peers using the sexualised behaviour traffic light tool (Brooks Traffic-Light Tool)
- referral to or advice sought from Children's Services
- inform all staff of the plan to ensure all parties understand clearly what specific action they must take to keep children safe
- record the incident on CPOMS
- consider the perpetrators 'Anxiety map' and 'Roots and Fruits' to identify areas of difficulty
- consider the age, understanding, and competence of the individual
- offer therapeutic intervention to both victim and perpetrator
- review the plan every 4 weeks with parent(s)/ carer(s), Headteacher and the perpetrator or sooner if further incidents occur.

Adults will seek to remove any opportunity for further incidents to occur.

## Learners with Special Educational Needs

We expect all learners to follow the school values and aims. However, this will be more difficult for some learners at certain times.

Learners with an identified SEN/D particularly under the category of SEMH, may have personalised support and intervention set out in their Individualised Risk Management Plan and/or their Individual Provision Plan. See The school 'SEN/D Information Report' and SEN/D policy for further details. The needs of children are met through reasonable adjustments.

## Dealing with Challenging Behaviour

In dealing with challenging behaviour, staff should;

- take concerns raised seriously
- act promptly
- be consistent and assertive
- demonstrate that they dislike the conduct, not the child
- listen to what the pupil has to say
- not jump to conclusions because a pupil may have a history of good or poor conduct
- avoid making threats, but do not avoid taking clear and decisive action when necessary, and ensure that it is possible to do what they say to a child
- ensure appropriate consequences are given with the view to 'teaching' positive behaviour

- act as role models and deal with incidents in a calm professional and reasoned manner
- intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control
- make decisions based on evidence pertaining to the incident in question
- not promise confidentiality
- record the incident on CPOMS and alert appropriate staff
- communicate issues with parents

### Reporting Behaviour Incidents

All staff have a duty to report behaviour incidents to the SLT and to parents. All challenging behaviour must be logged on CPOMS. Parents must be informed through a discussion at the end of the day or relayed by telephone.

Children are also encouraged and expected to report cases of misconduct to an adult. This is best completed at the time of the incident, so it can be addressed swiftly.

### Exclusion

#### **DfE guidance (Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017)**

The Headteacher, Assistant Headteachers and members of the SLT can take the decision to issue an 'internal exclusion' which means removal from a lesson to another classroom for a period of reflection. An internal exclusion is a response to challenging, negative behaviour which has become persistent and when a pupil is not responding to de-escalation strategies. Staff should seek to make internal exclusions rare. The behaviour which leads to this response must be logged on CPOMS and parents must be informed of the seriousness of this action by letter.

#### **Only the Headteacher can issue a 'fixed-term' or 'permanent' exclusion in school.**

*(In a maintained school, 'head teacher' includes an acting head teacher by virtue of section 579(1) of the Education Act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher. This will not necessarily be the deputy head teacher: it will depend who is appointed to the role of acting head teacher.)---DfE September 2017*

At Park Street C of E Primary School and Nursery, we do not exclude pupils lightly, but fixed term or permanent exclusion can be applied to pupils whose behaviour is:

- significantly or persistently violent, criminal or threatening
- repeatedly and persistently disruptive, impeding their own learning and the learning of others
- malicious in their allegations towards staff which are proven to be false

Fixed term exclusion: The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The initial period is 1 day. Upon return to school, the child and parent meets with the Headteacher to establish expectations for reintegration and commitment to maintain the school's Code of Conduct. A pupil 'Risk Management Plan', 'Pastoral Support Plan', 'Safety and Support Plan' or RAMP may be put in place or reviewed.

Permanent exclusion: A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

If the Headteacher excludes a pupil, on a fixed term or permanent basis, the parents will be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time of a permanent exclusion, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee, which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated following a permanent exclusion, the Headteacher must comply with the ruling.

Please see the Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England' guidance 2017. (Hard copy kept on file with this policy.)

A 'fixed term' and/ or 'permanent' exclusion will remain on a child's educational record for the duration of their time in education.

### Monitoring

Where a serious incident occurs, attempts should be made to obtain corroboration from other children and where possible adults. Notes are kept of significant incidents and repeated incidents. These are logged on CPOMS. Repeated misconduct is reported to SLT who take further action, based on information already received. The SLT monitor the behaviour log fortnightly at the SLT Meeting. A record of this action to be noted on SLT meeting notes.

### Positive Playground Environment

We have several large playgrounds. Areas are designated for specific activities which are allocated to year groups according to a rota. In this manner, we disperse children and create adequate play space thus minimising conflicting pressure on the use of space.

- staff will engage and lead children in play activities
- staff are aware of strategies used for individuals with Risk Management Plans, Pastoral Support Plans, Safety and Support Plans and RAMPs
- staff engage children in sociable conversation and avoid becoming engaged with other adults in the supervision of children

- staff minimise lining up times to enter the dining hall/school
- staff ensure that children keep to the designated play spaces
- staff position themselves to ensure that they can monitor the playground effectively
- staff collect pupils at the end of break times and all pupils line up alphabetically. Staff should ensure their class are calm and ready to walk back to their classes
- disputes are dealt with calmly and promptly

### Serious incidents

- threatening behaviour to pupils or staff, which includes swearing
- violent behaviour
- homophobic behaviour directed at pupils or staff
- racism
- safeguarding
- consistent and persistent disruptive behaviour
- bullying
- sexual

Staff should pass on these incidences to the Headteacher, Assistant Headteachers or member of the SLT immediately. The incident must be recorded on CPOMS.

### Discrimination, Racial abuse and / or gender abuse

In the event of an incident regarded as discrimination, racial abuse or gender abuse, the following consequences may be used:

- incident recorded on CPOMS
- racial incidents must be recorded on a 'Incident of Racism' form – located on the school server – and passed onto the Headteacher or Assistant Headteachers
- parents/carers of the victim and perpetrator are informed about the incident
- an educational / protective consequence will be put in place
- a therapeutic intervention may be offered to the victim and the perpetrator
- 'fixed term' exclusion/ 'permanent' exclusion

For any incident that includes racism, the County Guidelines for dealing with Racial Harassment is referred to. The County Guidelines and Park Street C of E Primary School & Nursery accept The McPherson Report's definition of racial harassment, which is... 'any incident which is perceived to be racist by the victim or any other person'.

### Bullying

'Bullying' is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the four main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks), indirect (e.g. spreading rumours, excluding someone from social groups) or cyber bullying (e.g. using communication technology). Bullying is not tolerated at Park Street C of E Primary and Nursery School and pupils are strongly encouraged to report bullying in school so support can be put in place.

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in PSHME, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such

behaviour. Staff and other children model appropriate behaviour in particular 'dispute resolution' and peer mentoring / mediating.

In the event of an incident regarded as bullying the following consequences may be used:

- incidents recorded on CPOMS and passed onto the Headteacher
- parents/ carers of the victim and the perpetrator are informed about the incident
- an educational / protective consequence will be put in place
- a therapeutic intervention may be offered to the victim and the perpetrator
- 'fixed term' exclusion/ 'permanent' exclusion

### Parents/Carers

Parents/Carers are encouraged to report suspected bullying promptly to school staff – class teachers, the Assistant Headteachers or the Headteacher. Where bullying is suspected or established, parents/carers of victims and perpetrators will be advised of the investigation taking place.

### Statutory Duty of Schools

The Headteacher has acted to comply with her legal duty under the School Standards and Framework Act 1998 and procedures have been drawn up to prevent bullying among pupils and brought these procedures to the attention of staff, parents/carers and pupils.

### The Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness See Appendix 1. The Governors support the Headteacher in carrying out the guidelines.

### Appendices:

Governing Body written Statement of Behaviour Principles  
Reflect, Restore, Repair think sheet  
Roots and Fruits tree  
Anxiety Mapping

### Document Links:

Governors' Statement of Behaviour Principles  
Aims & Values  
PSHME Policy and Scheme of Work  
Brooks Traffic-light Tool  
E-Safety & Data Security Policy  
Restrictive Physical Intervention Policy  
Equality Scheme  
SEND Policy  
SEND Information report  
Mental health and behaviour in schools DfE March 2016  
Sexual violence and sexual harassment between children in schools and colleges December 2017  
DfE Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017

# Appendix 1: written statement of behaviour principles

## Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Positive Behaviour Policy at Park Street School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as encompassed in the school's Aims.

1. Foster a lifelong love of learning with children achieving their full potential using creative inquiring minds.  
**We want to learn and always do as well as we can.**
2. Encourage spiritual growth with an understanding of Christian faith and values.  
**We want to understand more about God and how He wants us to live.**
3. Develop children who can build good relationships with others based on personal self-esteem and love of others.  
**We will love and care for each other.**
4. Build people who are responsible citizens of the whole community with a concern for their environment.  
**We will look after our world and everything in it.**

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Positive Behaviour Policy at Park Street School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of all current DfE guidance.

The Positive Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

## Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Park Street School is an inclusive school; all members of the school community – pupils, staff, volunteers and visitors - should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Positive Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force

- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Positive Behaviour Policy will clearly reflect the school's approach to exclusions
- The school's Positive Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Effectiveness Committee every 2 years.

## Appendix 2: Reflect, Repair and Restore

Reflect, Repair and Restore Sheet:

Name: \_\_\_\_\_

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

Write or draw your answers

**Reflect:** What happened? (tell the story)

**Reflect:** What were people thinking and feeling at the time?

**Reflect:** Who has been affected and how?

How can we **repair** the relationships?

**Restore** with an adult: Summarise what we have learnt so we are able to respond differently next time?

Signed: \_\_\_\_\_



# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro-behaviours social

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

# Anxiety Mapping

