



Promoting Positive Behaviour Policy



WE CARE about Excellence: WE CARE about learning, each other and our school

The principles of this policy apply to all year groups from FS1 to Y6 but should be adjusted to match the age and needs of different groups particularly in ensuring that timescales between rewards and sanctions are appropriate for all

Introduction

- We believe that children need to be able to learn in a safe and emotionally supportive environment and that this is a prerequisite for learning.
- We believe in setting high expectations for behaviour and giving praise and rewards for children who meet these expectations and role model for others.
- We believe that if bullying occurs it needs to be tackled energetically by working with all parties concerned. The whole school community will continually work together to give a clear message that bullying is unacceptable in our WE CARE culture.
- We believe that there must be clear and effective procedures in place to deal with bullying which are known by children, parents/carers and school colleagues.

Our 'WE CARE' Culture from all, for all

We believe that this policy should be simple and consistent across our school. We have clear Attenborough citizenship and learning values. These are promoted around our school and throughout our community. The language of WE CARE is embedded in our culture through regular discussions and consistent reinforcement, providing effective guidance to all.

What do our 'WE CARE' citizenship values mean?



Be Kind: We will encourage children to be kind to others and to think of ways to solve problems which do not involve hurting others. This means that children must keep each other physically and emotionally safe and that actions that cause danger or risk to others will not be tolerated. This point is fundamental to the school's approach to tackle and prevent bullying.

Be Helpful: We will encourage our children to understand that they come to school to learn and that it is unacceptable to stop the learning of others. We believe in 'working together' and supporting others to achieve, whether in lessons, in the dinner hall or on the playground. We enjoy and celebrate the success and achievements of our peers.

Listen to others: We believe that everyone's opinion should be heard. Everyone in our school should be treated with respect and should feel comfortable when expressing their views or opinions. We don't always have the same opinions but will acknowledge others, attempting to resolve differences in a changemaker fashion.

Be Honest: Through WE CARE, we encourage the mindset of learning from mistakes and reflection. Honesty is an integral value which we believe in as a school and will support our learners in becoming the successful global citizens of tomorrow. Therefore, we expect honesty from all as a cornerstone for future trust and unity.

Share time and talents: We will encourage children to value relationships in school and devote time to each other 'working together'. This includes sharing of our talents and time to support others to help them to improve and identify themselves within of our school culture.

WE CARE Learning Behaviour Values



We expect all learners at Attenborough School to demonstrate very high standards, both when directly supervised and also where there are opportunities for independent application. We

expect and trust children to make good choices about their own behaviour, their learning, their relationships and our school. We promote self-regulation and increasing independence from all pupils as they progress through our school. Our Prefects and House Captains are expected to role model the best of behaviour and conduct to inspire and motivate others.

Positive reinforcement of WE CARE Behaviour and Conduct

We believe in visibly praising and rewarding learners and publicly acknowledging those who consistently make the right choices within our culture. We have developed a range of rewards to support us with this- these form the 'backbone' of our approach to embedding our culture of excellence through WE CARE.

House Points

All colleagues are encouraged to reward witnessed WE CARE excellent conduct and behavior through our House system. This has a positive effect of consistently reinforcing what 'success in our culture' looks like and acknowledges positively the expected behaviour standards. Every child is a member of one of our four houses. House points are collated in classrooms and collected weekly by our Prefects. These points are accumulated on a half-termly basis and the Team Cup is awarded.

Merit Points

All colleagues are encouraged to consistently reinforce our WE CARE learning behaviours witnessed through the reward of individual merit points. Learners collect merit points and when they have collected ten, they are entitled to visit the headteacher or deputy headteacher to collect a full merit. The headteacher and deputy headteacher will record merits and when a child passes a ten boundary, a special certificate/badge is awarded in Achievement Assembly. Gold Merit winners (30 merits); Platinum Merit winners (50 merits) and Amethyst Merit winners (100 merits)

Headteacher WE CARE Award

These are presented to one learner each fortnight (FS1- Year 6) in Achievement Assembly. Certificates are used to recognise exceptional commitment to WE CARE. The WE CARE winner is invited to join the headteacher for a hot chocolate to discuss their achievement and school further. Winners names are added to the school's weekly newsletter and celebrated on Seesaw.

Kingfisher Award

These are presented to learners from FS2-Year 6 in Achievement Assembly. Certificates are used to recognise and reward positive behaviour and conduct in relation to our WE CARE values during playtimes and lunchtimes. The lunchtime team suggest names throughout the week and then agree on x2 learners to receive a Kingfisher Award. The Kingfisher Award winner is invited to join the headteacher for a hot chocolate to discuss their achievement and school further. Winners names are added to the school's weekly newsletter and celebrated on Seesaw.



How we respond to unacceptable behaviour (FS1- Year 6)

Stage 1

If a child behaves in a way which is unacceptable (in relation to our WE CARE expectations) then the member of staff will initially remind the child of our shared values. This gives the child a chance to reflect and make the choice to correct previous actions. If the member of staff deems that the behaviour is severe enough then they may also apply the point below.

Stage 2

If behaviour is severe enough, or continues after a reminder and reflection period then this will result in the learner re-considering their choices outside of lesson time with their class teacher.

Stage 3

If the child continues to behave in an inappropriate manner, the child will be referred to their key stage leader to continue their learning or asked to take reflection time with our SENDCo prior to re-engaging with their learning. Should this happen, the class teacher will contact the child's parents either by phone, a note in the home-school reading diary or in person on occasions when a child has been sent to a key stage leader or the SENDCo. The class teacher will outline the steps taken in line with this policy and the reasons why. We expect that it would be rare occurrence that a child would find themselves in such a situation as a result of the positive reinforcement systems in place which encourage WE CARE behaviour and learning choices. The headteacher and deputy headteacher would also be involved and aware of any learner who requires Stage 3 behaviour intervention.

Response to 'no-chance' severe behaviour choices

We have identified particular behaviours which are classified as 'no-chance' behaviours. These include physical aggression/violence towards other learners or colleagues, total non-compliance which impacts on the culture of the classroom or serious damage to school property or resources. These behaviours are referred directly to the Deputy headteacher, or the Headteacher. On these occasions, the behaviour is logged in the school behaviour log and parents are usually informed. If required, parents may be invited to a meeting to discuss concerns and if deemed necessary devise a Positive Behaviour Plan.

Strategies for promoting positive behaviour and procedures to manage unacceptable behaviour during breaktime and lunchtime are outlined in Annex A.

Individual Behaviour Plan

If a child needs more support to meet our WE CARE values set out in this policy, this would be described in a Positive Behaviour Plan (PBP). Our SENDCo will initially liaise with professional colleagues and parents and if required as a next step, external support agencies to build a team around the learner.

Where appropriate, parents will be contacted and invited into the school to participate in the development of the PBP if the learner is exhibiting a **pattern of behaviour** that may need additional support. A PBP will contain clear targets and expectations for behaviour and also detail the agreed strategies between school and home that all those involved with the learner will consistently apply to help improve the behaviour. The behaviour of the learner on a PBP will be closely monitored to see the impact of the strategies and to acknowledge signs of progress and improvement. During this time, we believe it is very important that there continues to be

close communication between home and school. This may take the form of daily contact through a journal or in exceptional cases, a telephone call.

- If the PBP is ineffective and repeated incidents of severe behaviour occur, with the parent's permission, external agencies linked to Targeted Services will be contacted, e.g. Educational Psychologist and/ or Educational Social Worker. Where this multi-agency work is initiated meetings will be documented.
- Physical intervention may be necessary to prevent an individual harming themselves or others (see MOD physical intervention policy)
- If a learner is causing a significant risk of harm to themselves or others, they may be excluded for set periods of time or permanently (see MOD exclusion policy)

Monitoring and Evaluation.

To ensure that our approach maintains the highest standards of behaviour and conduct through our WE CARE values; in addition to identifying, stopping and preventing bullying is working as effectively as it should; the following monitoring and evaluation measures are employed:

- School leaders will monitor behaviour through discussion with colleagues and informal observations of behaviour during the school day.
- The Headteacher, Deputy Headteacher, SENDCo and Key Stage Leaders monitor the impact of any behavioural issues through conversations with learners.
- Leaders, including the headteacher will maintain a high visibility approach during playtimes and lunchtimes.
- All incidents of behaviour referred to the deputy headteacher or the headteacher are recorded in the Behaviour Log.
- A log of communication with parents is stored within the headteacher's office in relation to the Behaviour Log.
- The SENDCo liaises regularly with colleagues in order to identify possible behaviour and bullying issues. This includes monitoring the consistent application of the policy across the school and ensuring that teaching colleagues have effective behaviour management strategies. Training needs are identified and supported by leaders.
- The headteacher liaises regularly with the SENDCo to discuss any issues and to plan strategies.
- The headteacher reports to Governors and MOD Schools/DCYP on the effectiveness of this policy in practice and standards of behaviour in school.
- Incidents of racist behaviour or bullying is reported to MOD Schools immediately.
- This Policy is reviewed by our SGC annually in the light of practical experience of its implementation. Amendments may be considered as new or more effective practice is developed and refined.

Reviewed: November 2020

Lunchtimes and playtimes**Positive Reinforcement**

Lunch time 'Kingfisher Award' certificates are awarded weekly in Achievement Assembly for individuals and they are invited to a hot chocolate with the headteacher.

Smiles, encouragement and joining in a game also work as ways to maintain and reward positive behaviour choices from learners.

Sanctions

Examples of unacceptable behaviour sanctions	Sanction Procedure
<ul style="list-style-type: none"> • Being Unkind (e.g. name calling) • Misuse of property / equipment • Getting angry with others – 'no significant physical contact' 	<ol style="list-style-type: none"> 1. Warning 2. Reflection (standing next to, walking with, sitting on a bench) 3. Referred to class teacher 4. Referred to key stage leader
No Chance Behaviour	
<ul style="list-style-type: none"> • Intentionally injuring someone (e.g. kicking, punching, biting) • Intentionally damaging the property of others (e.g. deliberately stamping on a toy car) • Swearing • Refusing to co-operate (e.g. running away, answering back, ignoring a primary adult instruction) 	<p>These behaviours do not warrant a warning. In these instances, children should be sent directly to the Deputy Headteacher/Headteacher who will then collate information in relation to what has happened and resolve the situation. These incidents will be recorded in the Behaviour Log located in the Headteacher's Office.</p>