



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 FS2 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 all.

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 (using enquiry skills).

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

Share time and talents: We will encourage all 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 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 excellent character conduct and behaviour through our House System. This has a positive effect of consistently reinforcing what 'success in our culture' looks like and acknowledges 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 skills through the reward of individual merit points. Learners collect merit points and when they have collected ten, they are entitled to visit the Headteacher to collect a full merit. The Headteacher will record merits and when a child passes a ten-merit boundary, a special certificate/badge is awarded during Achievement Assembly. Gold Merit winners (30 merits); Platinum Merit winners (50 merits) and Amethyst Merit winners (100 merits) are recorded on our Hall of Fame and parents are invited in to share the memorable achievement.

Headteacher WE CARE Award

These are presented to one learner every fortnight again in Achievement Assembly. Certificates are used to recognise exceptional commitment to WE CARE learning or character traits. The WE CARE winner is invited to join the Headteacher for hot chocolate to discuss their achievement. Winners names are added to the school's newsletter and celebrated on Seesaw by class teacher should parents be unavailable to attend the assembly.

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 the whole school day. All colleagues suggest names throughout the fortnight period and then agree on x3 learners who should receive the Kingfisher Award. The Kingfisher Award winners are invited to join the Headteacher for a hot chocolate to discuss their achievement. Winners names are added to the school's newsletter and celebrated on Seesaw should parents be unavailable to attend the assembly.



How we respond to unacceptable behaviour (FS2- Year 6)

Step 1

If a child's behaviour is unacceptable (in relation to our WE CARE expectations) then members of staff will initially remind children of our shared values and warn them of a consequence. When appropriate, warnings provide children with the opportunity to self-regulate and correct previous actions. If a member of staff deems that any single act of unwanted behaviour warrants an immediate consequence, without a warning, then the point below may be applied as a first step.

Stage 2

When behaviour continues after a corrective warning has been given, then a consequence period will be issued by the teacher, or colleague witnessing the behaviour. Consequence time will result in the learner reflecting on their choices outside of lesson time with a duty teacher during breaktimes and lunchtimes.

Stage 3

If the child continues to behave in an inappropriate manner, the child will be asked to continue learning in an alternative classroom or independently in our common areas. Should this happen, the class teacher will contact the child's parents either by telephone, a note in the home-school reading diary. The class teacher will outline the steps taken in line with this policy and the behaviour witnessed. We expect that this would be a rare occurrence as a result of the positive reinforcement systems in place which encourage WE CARE behaviour and learning choices. The Headteacher will also be made aware of any learner who requires Stage 3 behaviour intervention more than once in any week.

 WE CARE about learning, each other and our school (Excellence)			
<i>Core values expectation for all</i>	5 minutes	10 minutes	15 minutes
<u>Caring about learning (respecting one voice)</u> <i>Unacceptable behaviour—Interrupting teachers' input in the class or talking over a friend</i>			
<u>Caring about others (showing good manners)</u> <i>Unacceptable behaviour—Challenging or ignoring an adult decision or instruction</i>			
<u>Caring about our school (corridors are safe for all)</u> <i>Unacceptable behaviour—Running or shouting in corridors</i>			
Name:	Date completed:		



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; and homophobic, racist or culturally insulting comments. These behaviours are referred directly to the Headteacher, in their absence the Key stage leaders or SENDCo. The behaviour is logged and tracked on My Concern and parents will be informed of the behaviour witnessed and consequence issued. If required, parents may also be invited to a meeting to discuss the behaviour choice and if deemed necessary devise a Positive Behaviour Plan to prevent future occurrence.

Strategies for promoting positive behaviour and procedures to manage unacceptable behaviour 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 (EPAS) to build a supportive team and plan around the learner.

Where appropriate, parents will be contacted and invited into the school to participate in the development of the PBP. This occurs when a 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 professionals linked to Targeted Services will be contacted, e.g. Educational Psychologist. 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, 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.
- Serious incidents of behaviour referred to the Headteacher are recorded in the Behaviour Log.
- All Consequence Cards are monitored and recorded on weekly overviews and trends or spikes are communicated to all colleagues.
- 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/DCS on the effectiveness of this policy in practice and standards of behaviour in school.
- Incidents of racist behaviour or bullying are reported directly to the Area Education Officer for DCS immediately.
- This Policy is reviewed by our SGC bi-annually in light of practical experience of its implementation. Amendments may be considered as new or more effective practice is developed and refined.

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Positive Reinforcement

Lunch time 'Kingfisher Award' certificates are awarded fortnightly in Achievement Assembly for individuals and they are invited for 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	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 or Consequence Card issued 2. Consequence time completed 3. Referred to class teacher 4. Referred to Key Stage leaders or SENDCo 5. Referred to Headteacher
<p style="text-align: center;">No Chance Behaviour</p> <ul style="list-style-type: none"> • Intentionally injuring someone (e.g. kicking, punching, biting) • Intentionally damaging the property of others or school property (e.g. deliberately stamping on a toy car) • Swearing at a peer or member of staff • Refusing to co-operate or being rude to others (e.g. running away, answering back, repeatedly ignoring a primary adult instruction) • Homophobic, racist or culturally insulting comments. 	<p style="text-align: center;">Referred to Headteacher</p> <p>These behaviours do not warrant a warning. In these instances, children should be issued with an immediate Consequence Card with a maximum time applied (15 minutes). These incidents should be reported to the Headteacher on My Concern. The Headteacher will then decide if further information/investigation is required in relation to what has happened and resolve the situation further as required. These incidents will be tracked and monitored on My Concern.</p>