



Essendon C of E (VC) Primary School

Encouraging everyone's light to shine (Matthew 5:16)

Positive Behaviour Policy

Policy number: ET04

Frequency of Review: 2 years

Date of Ratification: October 2020

Ratified by: Pupils and Curriculum committee

Date of Next Review: October 2022

To be read and reviewed in conjunction with:

- Lettings (Leasing) (FP07)

- Contractors Working on Site Policy (FP09)

- Value for Money Policy (FP11)

- Register of Business Interests (FP13)

- Schedule of Financial Delegation (FP15)

- HCC Schools Commissioning & Procurement Handbook

- (<http://www.thegrid.org.uk/info/office/commissioning/index.shtml>)

Background

In keeping with our school vision, we believe that everyone in our community, has an important part to play in promoting high standards of behaviour.

In order to achieve this, we work to create a positive learning environment within the school, that ensures that our approach to behaviour management is restorative, consistent, and understood by all staff, pupils and families.

All adults aim to be exemplary role models. All relationships are based on mutual respect, trust, openness, politeness and honesty.

The well-being of pupils and staff is very important to us as a school. Good behaviour results from and adds to a happy learning and working environment which in turn leads to increased well-being for all.

Aims

This policy has been developed with the following aims in mind:

- to maintain, encourage and promote positive behaviour
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to new staff, new governors and families about our expectations including how we support pupils in managing their own behaviour to create a consistent approach throughout the school (involving pupils and families)
- to enable staff to act safely and with confidence
- to encourage risk-taking and independence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify her if the Governing Body want the school's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable.

Governing Body's statement of general principles

The Governing Body has agreed the following general principles which the Headteacher should take into account when determining the measures to be taken to promote good behaviour at Essendon:

- as a caring, inclusive, Christian school, we believe in using positive behaviour management strategies
- pupils should be encouraged to take responsibility for their own behaviour including developing self-awareness and reflecting on their own behaviour, considering for themselves whether they have made good choices
- pupils should be praised when they make good choices and their successes should be celebrated (the way in which different children prefer to have their successes celebrated will vary)
- pupils should be encouraged to develop an appreciation of the benefits of consistently good behaviour, both for them and for the whole community
- it is important for the success and well-being of all staff and pupils that everyone is treated with respect
- everyone makes bad choices from time to time and forgiveness is important
- where re-direction or a consequence for inappropriate behaviour is required, this should be proportionate to the age of the pupil and the nature of the behaviour, consistently applied and constructive

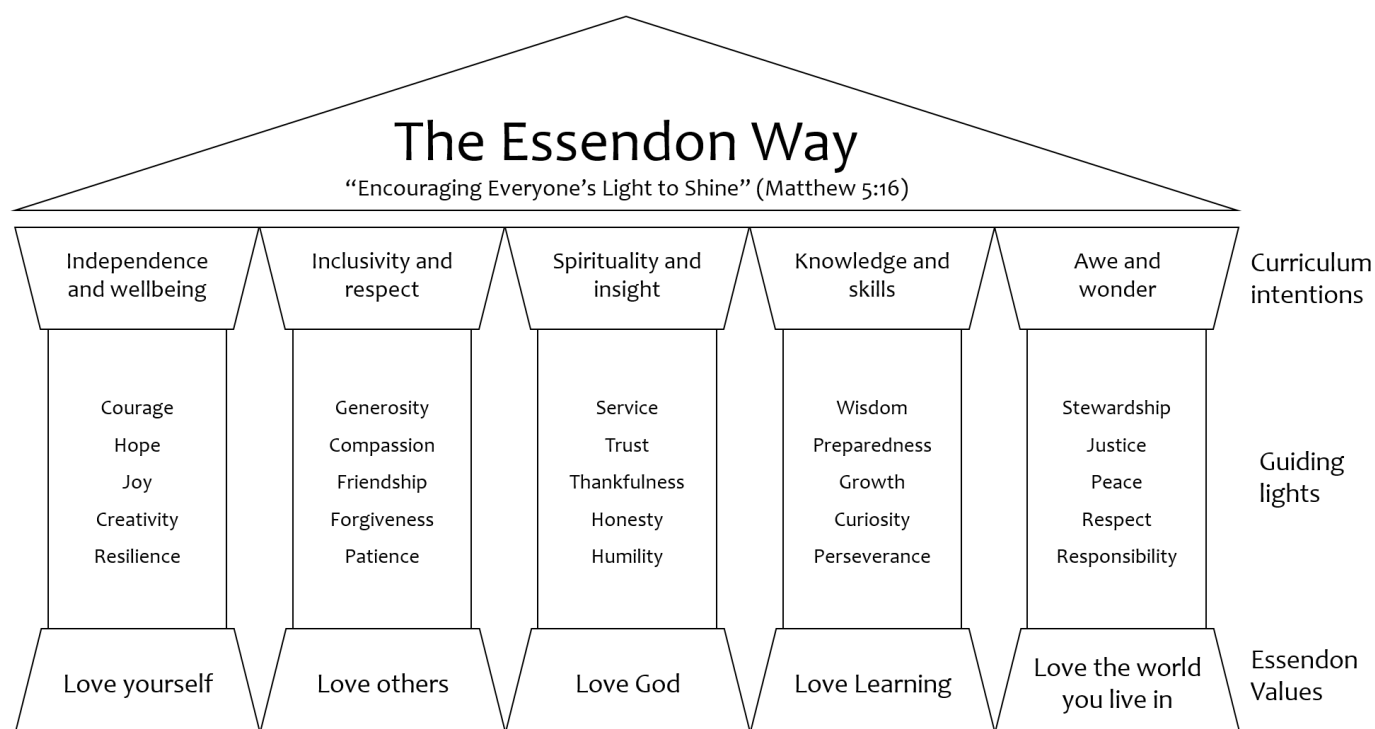
- generally, all pupils should be treated in the same way regardless of their background or personal circumstances and the school's Behaviour Policy will meet the needs of the vast majority of pupils. However, for some individuals, a personalised behaviour plan might be necessary owing to the pupil's special or additional needs.

The Essendon Way: A values-centred approach

The school staff and governors have agreed upon the Essendon Way. This lays out our five core Essendon Values:

Love yourself
Love others
Love God
Love learning
Love the world you live in

Each value supports our learning about a set of related Christian values (which we call our “guiding lights”), and paves the way towards the achievement of our curriculum intentions. The following diagram shows how these fit together:



We consider these values central to all that we do, and in particular, to the development of positive attitudes towards learning and behaviour. Therefore, it is essential that our positive behaviour policy and procedures rest on the foundation of these values.

Values-based expectations for behaviour

At Essendon, staff, pupils and families have agreed the following School Rules based on our values:

Rule	Related values and guiding lights
We will show respect to all adults and children	Love others, respect, patience
We will listen carefully to the positive and constructive things others have to say (unless they're telling us to do something we know we shouldn't do)	Love yourself, justice, trust, wisdom, respect, patience
We will be gentle	Love others, Love the world you live in, peace, compassion, friendship
We will tell the truth	Love God, Love others, Love yourself, responsibility, courage, trust, humility, wisdom, justice, respect
We will work hard and try our best	Love learning, Love yourself, preparedness, curiosity, perseverance, resilience, creativity
We will look after property including keeping the school tidy	Love the world you live in, respect, responsibility, stewardship, justice, service
We will play in a kind way, letting others join in our games and making sure no-one is left out	Love others, generosity, compassion, patience, friendship
We will use equipment and resources safely	Love the world you live in, Love others, stewardship, responsibility

At the beginning of each year and from time to time as needed, class teachers will discuss the School Rules with their class, encouraging pupils to think about what they mean to them, consider examples of what each rule might look like for them and agree as a class to follow the School Rules.

The Benefits of Positive Behaviour

A school community grounded in Christian values, including an ethos of mutual respect, is a happy and safe place to attend and work.

Our School Rules encourage pupils to:

- stay safe
- be reflective
- have internal discipline
- care for one another
- learn what positive behaviour means
- value friendship and collaboration
- develop a respect for others, regardless of their cultural background
- develop independence, self-confidence and resilience
- acquire a set of moral values
- have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school
- prepare for the next stage in their life

Our School Rules enable staff to:

- feel happy and safe in their workplace
- teach effectively
- promote the emotional and mental well-being of pupils in their care
- meet the academic needs of all pupils
- make positive contact with all families
- develop personally and professionally

Our School Rules enable families to:

- feel confident that their children are growing spiritually, socially, personally and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive and supportive atmosphere

The support of parents

Parental support is essential for our positive behaviour policy to be maximally effective. Therefore, we seek to share information regarding incidents openly with parents and ask them to reinforce our policies and decisions at home.

We welcome parental feedback should parents have questions regarding decisions that have been made.

The ways in which we communicate with parents are listed below in our procedures.

Essendon's approach to behaviour management

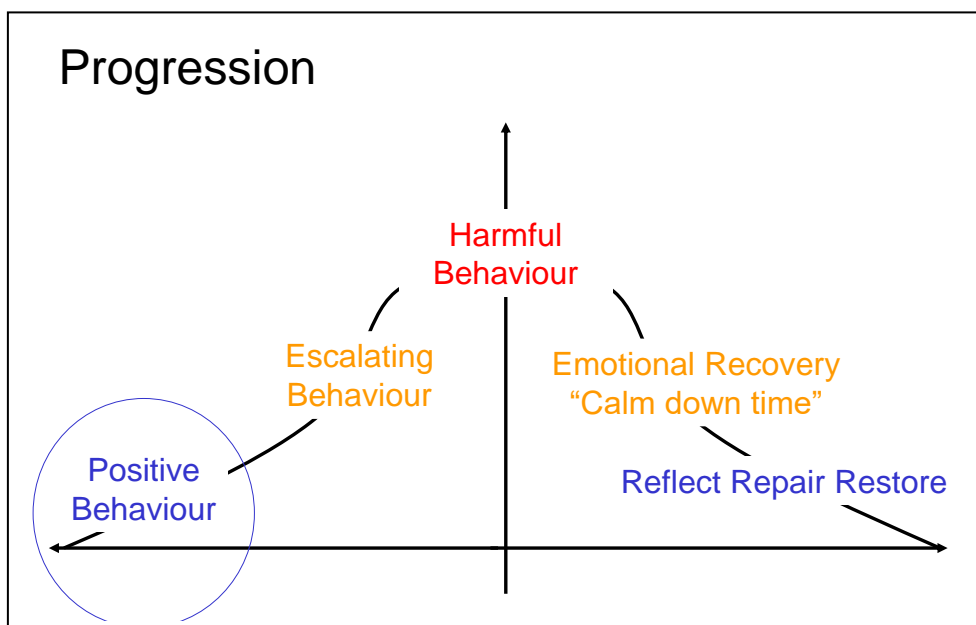
We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are conforming to the School Rules and also to encourage others (see Celebrating Positive Behaviour below).

We recognise and respond quickly and consistently to behaviour which is not positive, ("escalating behaviour") with a view to preventing harmful behaviour (see Responses to Escalating and Harmful Behaviour Below).

Harmful behaviour is therefore extremely rare at Essendon. However, when it does occur, staff ensure that pupils are supported in reflecting on their behaviour and taking steps to repair and restore, once they are calm enough to do so.

We frame all conversations about behaviour in the language of choices. We recognise that anyone is capable of making good choices and bad choices, but these do not mean that the individual is good or bad. We can refer to behaviours as being good or bad, wrong or right, but we will never label children themselves with these words. All conversations will aim towards accepting what has happened, putting things right, achieving forgiveness and moving on.

A summary of our approach to behaviour management is set out in our Behaviour Code (Appendix 1).



Celebrating Positive Behaviour

Learner of the week

Each week, all classes will identify two Learners of the Week. These children will be celebrated in celebration assembly and the leaves added to the Essendon Values Tree in the school entrance.

Team points

Pupils are organised into three teams (Red, Yellow and Blue). These groupings are used for sporting events and other special occasions throughout the year. Team points are given out as rewards for individual good behaviour, embodying a school value or working well in class.

Team points within each class are totalled at the end of the week and the winning Team in each class is celebrated in our weekly celebration assembly. Team points are added up throughout the term and the winning team at the end of each term will enjoy a team treat with the Headteacher. The nature of the treat can be negotiated by the children in the winning team and could be, for example, a movie afternoon in the hall with the Headteacher, or a non-uniform day for that team.

Team point charts will be displayed in each class, with spaces for pupils to gain 50 team points. If a pupil fills their bar up by gaining 50 team points, they will receive a “Bronze Values Award” in celebration assembly. If they fill it a second time, they will receive a silver, then gold, then platinum award. This will be sent home and shared in the newsletter.

Pebble jars and golden time

Golden time is the children’s reward time for good behaviour as a class throughout the week. Whereas team points are earned individually, each class will have a pebble jar to reward whole-class behaviour. Throughout the week, teachers can add or remove pebbles from the jar for whole-class activities such as lining up on the playground, responding quickly when asked to come to the carpet in class, or moving quietly in the corridors.

At the end of the week, the teacher can decide how much golden time to award up to a maximum of 30 minutes on the basis of the number of pebbles accrued. Where golden time is timetabled for 30 minutes but the class

achieves less than this, the additional time should be made up on educational activities such as handwriting practice.

Headteacher's awards

Children who have tried exceptionally hard, produced truly outstanding work, or embodied the school values in an exceptional way may be sent to the Headteacher to receive a Headteacher's award. This will be shared in celebration assembly and in the school newsletter.

Dealing with escalating or harmful behaviour

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that **Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.**

At Essendon, we understand that whilst external discipline (such as loss of privileges) can **suppress** anti-social behaviour, in order to effect long term behavioural changes, developing internal discipline is necessary.

We believe that it is essential to have a consistent, open and transparent approach to transforming escalating negative behaviour into positive behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances.

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited (using the Roots and Fruits model, see Appendix 2) and provide support to deal with these underlying reasons.

Responses to escalating and harmful behaviour, based on Hertfordshire Steps best practice

When behaviour does not live up to our values, we begin with a **restorative conversation**. This is a conversation with the express purpose of putting right what has gone wrong. **Restorative conversations** may lead to pupils being asked to take **restorative actions**. These are actions that help to put right what has gone wrong.

Any behaviour conversation should begin with ensuring the child understands why their behaviour is unacceptable through reference to the value or guiding light being broken. Staff should always be able to explain

The following table provides some examples:

Action	Values / guiding lights broken
Shouting out in class	Loving others, respect
Lying to a teacher	Loving God, honesty, respect
Putting little effort into work	Loving learning, perseverance
Carving your name on a bench	Loving the world you live in, responsibility, stewardship
Nor wearing proper uniform	Loving yourself, respect, responsibility, preparedness

Regardless of the level of behaviour, all restorative conversations should go through these phases, called the Seven Steps:

1. remembering the importance of honesty
2. reaching agreement on the facts of the matter
3. accepting which values have been broken
4. accepting responsibility for actions
5. agreeing (and carrying out) restorative actions and agreeing to try to live this value better in future
6. receiving forgiveness
7. moving on

Level 1: redirection and support

Example behaviours (including but not limited to): speaking unkindly to a classmate, pushing while lining up, making too much noise or running in the corridors, forgetting manners, speaking disrespectfully to an adult, shouting out in class.

At this stage, all staff will re-direct pupils or give them additional support to get them back on track. Strategies include being given “the teacher look”; attracting attention to the learning or to a positive role model; the use of positive phrasing*; a positive reminder of the School Rules.

Provided a positive reaction occurs, no further action need be taken.

The following is an example of a level 1 restorative conversation involving a child who has called out in class.

(Step 1) The teacher asks, “Who was that? Be honest please.” (Step 2) The child replies, “It was me.” (Step 3) The teacher says, “If you’re calling out are you showing respect to your classmates?” (Step 4) The pupil responds, “No.” (Step 5) The teacher asks, “Can you apologise to the class please?” and the pupil says, “Sorry.” (Step 6) The teacher says, “Ok, please make sure you try not to do it again.” (Step 7) The pupil corrects their behaviour an the lesson continues uninterrupted.

If the unwanted behaviour continues, the staff member may ask the pupil to remove a pebble from the class pebble jar. This is a **consequence** – not a **restorative action**. In this case, the pupils should be offered as a restorative action the chance to return the pebble to the jar if their behaviour improves. Thus the improved behaviour is restorative of the consequence of the action.

Non-persistent Level 1 behaviours do **not** normally need to be recorded on CPOMS, and do **not** require parents to be informed through the **restorative conversation record form** (see below).

Level 1+ (persistent level 1 behaviours)

Example behaviours: refusing to complete school work or participate in a lesson, continuing to escalate a falling-out despite an apology having been offered, name-calling, continuing a level 1 behaviour after a level 1 restorative conversation.

For persistent level 1 behaviours, the staff member may wish to consider taking any of the following further actions: the pupil moving to work with a different group, the use of a concentration station, a sensory break or concentration break (such as brief period out of the classroom), or providing a physical resource such as a fiddle toy to aid concentration. These may be offered in the form of a limited choice (See Appendix 3). Where consequences are employed, the pupil should be made aware that if behaviour improves as a result, things can be returned to how they were before, thus the improved behaviour is restorative of the consequence.

Level 1+ behaviours **should** be recorded on CPOMS, and will require parents to be informed via the **restorative conversation record form**.

Level 2

Example behaviours (including but not limited to): Deliberate minor damage to property, being aggressive or threatening, disruptive behaviours significantly impacting on the learning of others, or persisting in behaviours at level 1+ despite level 1+ restorative action having been taken.

Usually the range of responses available at Level 1 or 1+ will re-direct escalating behaviour. However, where these are not sufficient, a level 2 restorative conversation will be appropriate. This may be:

- a conversation that takes place with the supervising adult immediately
- being asked to go to a partner class to have a restorative conversation with another teacher or SLT member
- being asked to stay in class at the next breaktime or lunchtime to speak to the supervising adult
- being asked to go to the Headteacher's office for a restorative conversation there

This conversation will again follow the Seven Steps. An example follows showing how this may look for a child who persistently calls out rudely throughout a lesson.

The child is asked to have a restorative conversation with a member of SLT during their breaktime. (Step 1) At breaktime, the SLT member asks them to be honest in their account of their actions. (Step 2) The child accepts they were calling out in class and being rude to the teacher. (Step 3) The teacher explains that this meant they were not loving others and showing respect. (Step 4) The pupil accepts responsibility for their part. They may wish to point to mitigating factors such as another child also calling out, but should be reminded that this does not remove their responsibility for their own actions. (Step 5) The pupil agrees to apologise to the teacher and to complete the work they missed by being out of class. (Step 6) The teacher accepts the apology and the pupil completes their work before going out to play. (Step 7) The pupil returns to the class in the afternoon ready to learn.

Level 2 behaviours **should** be recorded on CPOMS, and will require parents to be informed via the **restorative conversation record form**.

Level 3

Example behaviours (including but not limited to): Causing deliberate physical harm to another member of the community through hitting, biting, kicking, etc., making credible threats of physical serious harm, causing serious distress or alarm to others, serious property damage, or persisting in behaviours at level 2 despite level 2 restorative action having been taken.

If responses at Level 2 are not sufficient to redirect behaviour, or where behaviour is very difficult or dangerous, a member of the Senior Leadership Team will be consulted, taking into account the Roots and Fruits of any behaviour exhibited, the seriousness of the behaviour and any history of similar behaviours. At Level 3 parents may be asked to contribute to the formulation of a behaviour plan to help the pupil to reflect on their behaviour and support them in changing their behaviour.

A Level 3 behaviour letter will be sent home, while the restorative work will be discussed with the pupil's family and recorded on the pupil's record on our Information Management system (SIMS), as well as sharing information with relevant colleagues via CPOMS.

In most instances, the restorative work will not take place immediately following the behaviour at Level 3+. Usually this will take the form of an ongoing behavioural plan put into place over an extended period of time, and may involve liaison with outside agencies.

Children with additional behavioural needs: Individualised Support

For pupils whose needs are exceptional and in respect of whom responses at Levels 1-3 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly

working with that pupil, the pupil's family and a senior leader may be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour; and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.

Restorative conversation record forms

Where a restorative conversation has taken place at Level 1+ or Level 2, a record form needs to be completed. A copy should be sent home to the parent ideally by handing it directly to them at drop off along with a brief explanation of the incident, or if this is not possible, via email through the class email address. A copy of the form should be attached as an additional document to the CPOMS log. If one pupil amasses a high number of these forms, these will be used as evidence for escalating to the next level.

Where a Level 3 incident has occurred, this will require a separate Level 3 letter to be sent home and a copy placed on the relevant CPOMS log.

Beyond Level 3

At Essendon, our commitment to inclusive practice and supporting pupils as individuals including differentiating the curriculum for them and making reasonable adjustments to support their behaviour means that a response at one of the Levels outlined above is almost always sufficient to support our pupils without risking harm to either themselves or another member of the school community (harm to pupils or staff or harm to the education of other pupils).

However, because we have a responsibility to keep all members of the school community including pupils, staff and visitors safe and to ensure that the learning of our pupils is not disrupted, unfortunately there will be, in a very small minority of cases, a requirement to employ one of the following strategies which are only ever used as a last resort.

Level 4

1. Fixed Term Exclusion

In very rare cases, it may be necessary to temporarily exclude a pupil for a fixed period of time (subject to a limit of 45 days in any one school year). On return, there will be a return to school meeting with the child and family.

A fixed term exclusion may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

2. Permanent Exclusion

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

Use of Physical Intervention at Essendon

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive hug; arm or back stroke; or “high 5”)
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil’s family.

At Essendon, we understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their family and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle or by putting a child on our lap).

Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. We recognise that some pupils do not like any physical contact such as a hug or a high 5. Staff never praise a pupil with physical contact who finds it uncomfortable.

Physical contact is never used as a punishment; it is never used to force compliance with instructions and should never hurt.

At Essendon, we do not believe in using physical interventions which overpower children (including picking up children who can walk unaided). Physical interventions which overpower a pupil are known as **restrictive physical intervention**.

Restrictive physical intervention will only be used at Essendon in two situations:

1. **Positive Handling Plan:** where a named pupil is considered likely to need restrictive physical intervention, a plan will be drawn up with the pupil’s family in consultation with experts detailing likely risks, strategies for avoiding them, successful de-escalation strategies for that pupil and the point at which restrictive physical intervention may be used. Staff working with that pupil will receive bespoke training in how to avoid restrictive physical intervention being necessary and what to do if restrictive physical intervention is unavoidable.
2. **Unforeseeable Emergency:** in the event of an unforeseeable emergency such as a person wielding a weapon or pupil attempting self-harm in unforeseeable circumstances, staff may feel they have no option other than to use overpowering force to save one or more pupils from serious injury.

If overpowering force is needed, in the best interests of the pupil who is being restrained, staff will ensure that the force it is reasonable, proportionate and necessary. The intervention should use the minimum amount of force necessary and last for the shortest amount of time possible.

Staff will never use force which results in:

- A negative impact on the process of breathing (e.g. basket hold)
- Pain as a direct result of the technique
- A sense of violation

Recording of responses to behaviour

Each class will maintain a Behaviour Record Log in a standardised format. Logs will be passed up with each year group as they move through the school.

Staff will use the Behaviour Record Log to document:

Team point rewards, learner of the week leaves, Headteacher awards

Restorative conversations at Levels 1+ or 2

Incidents requiring Level 3 consequence work

Allegations of Bullying (in line with the Anti-Bullying Policy)

Any racial incidents (in line with the school's Racial Harassment Policy)

Recording on CPOMS

Our primary source of audit trail & evidence regarding behavioural and pastoral incidents, particularly where behaviour is considered serious enough to require escalation, is CPOMS. Any behaviour resulting in a behaviour letter being sent home should always be logged. Following any incident, a CPOMS log should be recorded by the adult who was first involved in dealing with the behaviour. Adults should not assume that another member of staff will complete an entry. If more than one adult has been involved in dealing with a behavioural incident, they must ensure that afterwards everyone is clear as to who will take responsibility for completing the CPOMS entry.

If an incident has been escalated to a member of SLT, they will be able to add further detail in a separate log entry if they deem it necessary to do so.

All CPOMS entries should contain specific details, including date, time, place, individuals involved, the specific language used, and detail regarding the behaviour and those likely to have been affected by it. If additional paperwork has been completed (e.g. an ABC form or a behaviour letter) this should be photographed/scanned and attached to the log entry.

Monitoring

All teaching staff are responsible for monitoring the behaviour in their class and all staff in the school as a whole. The Deputy Headteacher and Headteacher review behaviour records on a termly basis as part of the Pupil Progress and Provision Mapping process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

1. Behaviour Code
2. Roots and Fruits
3. Positive and negative phrasing



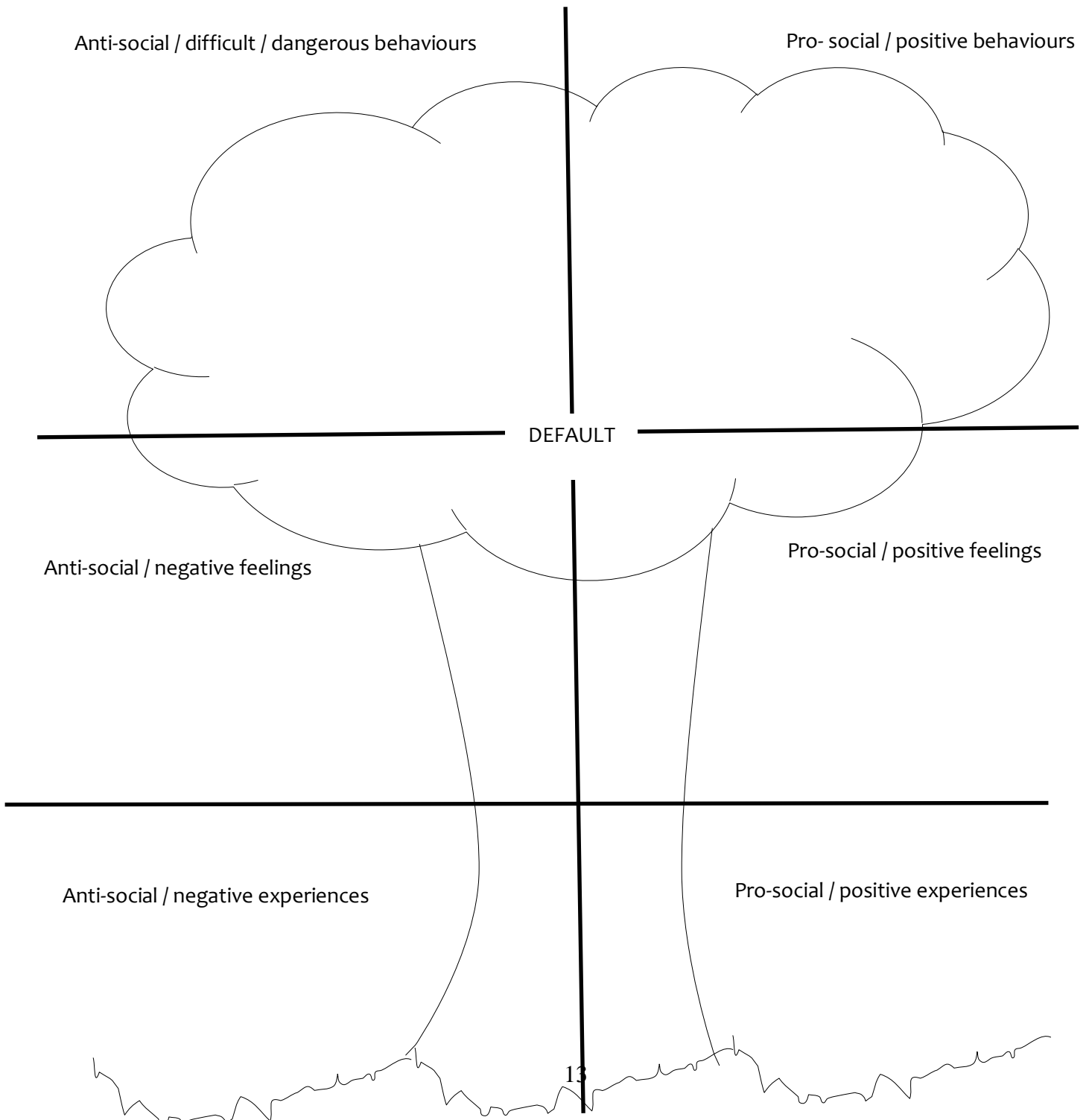
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Encouraging everyone's light to shine (Matthew 5:16)



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



<p>Negative Phrasing</p> <ul style="list-style-type: none"> ➤ Stop being silly ➤ Be good ➤ Don't throw the pen ➤ Stop running ➤ Don't talk to me like that ➤ Calm down <p>No choice (making demands)</p> <ul style="list-style-type: none"> ➤ Get in here now! ➤ Get out! ➤ Do as you are told! <p>Give it to me now!</p>	<p>Positive phrasing</p> <ul style="list-style-type: none"> ➤ Stand next to me ➤ Put the pen on the table ➤ Walk in the corridor ➤ Walk with me to ... ➤ Stay seated in your chair ➤ <i>Please/thank you</i>
<p>Open choice</p> <ul style="list-style-type: none"> ➤ What do you want to do? ➤ Would you like to go inside? 	<p>Limited choice</p> <ul style="list-style-type: none"> ➤ Where shall we talk, here or in the library? ➤ Put the pen on the table or in the box ➤ Are you going to sit on your own or with the group? ➤ Are you starting your work with the words or a picture?
<p>Empowering the behaviour</p> <ul style="list-style-type: none"> ➤ Come back here, now ➤ You are not allowed in there ➤ Get down from there ➤ Don't you dare swear at me ➤ I will let you use the computer if ... 	<p>Disempowering the behaviour</p> <ul style="list-style-type: none"> ➤ You can listen from there ➤ Come and find me when you come back ➤ Come back into the room when you are ready