



Positive Behaviour Policy



Date Reviewed: April 2021

ACE Vision and Values

Our vision is for a MAT that results in personal growth for all. We believe that this personal growth should have wellbeing at its heart. When we use the term wellbeing, we are referring to the potential for all to “flourish, achieving a sense of purpose, leading a full life and thriving.” In order for this to be a reality for every individual child we have the highest of expectations for behaviour in our schools. We believe that children can only achieve their potential where they are surrounded by positive relationships, a feeling of being safe, of being truly valued and where clear expectations and procedures are understood by all.

At Redhills

We value each child as an individual and look to celebrate the contribution that each individual can bring to our school. We believe that all members of our school community should experience positive relationships and a feeling of being safe and valued. We recognise the importance of clear high expectations for behaviour in our school and aim to be consistent in principles yet flexible in practice. We recognise that it is essential to aspire to best practice in promoting positive behaviour within our school and the need to regularly review and adapt our procedures.

Our Rationale

To encourage the very highest expectations we aim:

- to develop honesty, fairness, self-control, gratitude and respect in all children
- to teach our children the rewards of good moral character
- to nurture children towards positive self-worth, to develop character and self-confidence in learners
- to encourage children to consciously reflect on their behaviour and make good choices
- to provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- to provide safe, secure, and stimulating learning environments where each individual child is valued
- to secure high levels of achievement and progress for all pupils
- to prevent, identify and respond to bullying by following ACE Anti-Bullying policy
- to secure an inclusive learning environment and to support individual children under the Equality Act 2010
- to teach positive behaviour and effective management of emotions, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- to offer additional support and intervention for children, as appropriate
- to enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- to develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own attitudes, values, beliefs
- to provide a calm atmosphere where by children can manage transitions smoothly throughout the school
- to encourage children to appreciate our school environment and understand the importance of conservation
- to train and develop all staff to effectively follow the behaviour policy

Our Purpose - Achieving Excellence, Cultivating Character, Empowering People

To achieve excellence, cultivate character and empower our children:

- to develop morally, socially and healthily (as part of our commitment to character education)
- to develop responsibility for their own behaviour and for others where appropriate
- to develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- to develop respect for others
- to develop positive attitudes
- to develop an understanding of good citizenship
- to develop a co-operative and collaborative mind-set and approach
- to develop an effective range of strategies for dealing with problems including resilience
- to ensure a consistency of approach across the whole school

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive head or Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct

Positive Behaviour

At the heart of our behaviour policy, are the 'Green behaviours' as described below. We expect all our children to follow these behaviours all of the time. In all of our classrooms, and shared areas, we have reminders of these 'SLANT' and 'SHAPE' behaviours (see Appendix D)

Green	<u>I am expected to be:</u>		
	In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions
	<u>SLANT</u> <ul style="list-style-type: none"> • Sit up straight • Listen • Answer Questions • Never interrupt • Track the Teacher or speaker 	<u>The 3 Rs</u> <u>Can I answer yes three times?</u> <ol style="list-style-type: none"> 1. Am I in the right place? 2. At the right time? 3. Doing the right thing? 	<u>SHAPE</u> <u>S – speak in full sentences</u> <u>H – use hands well</u> <u>A – articulating</u> <u>P – projecting</u> <u>E – eye contact</u>

Rewards

Our aim is to reduce inappropriate behaviour by promoting and rewarding the good behaviour described above.

We can do this by:

School rewards	Class rewards	Lunchtime rewards
Verbal praise highlighting children taking on self-responsibility, showing excellent listening, excellent walking, excellent partner work, respecting the rights of others and demonstrating responsibility. Children's achievements both in and out of school will be celebrated in assembly, which will be held on a Monday morning. Name added to celebration book. Headteacher sticker and award badges.	Teachers will celebrate children's work in the classroom daily. Praising children who are showing excellent learning behaviours. Provide opportunities for children to take on positions of responsibility e.g. school farm Gold, silver and bronze excellence awards linked to the class traffic light system. Discussion with families sharing achievements. Class Dojo points for demonstration of values.	Verbal praise highlighting children taking on self-responsibility. Meal-time responsible roles for pupils. Traffic light systems in dinner hall and playgrounds.

Our Whole School Traffic Light System

Please see below for a description of the behaviours expected at each stage of the traffic light system.

- **Gold** – Whole, class, group and individual to reward pupils applying the school values with excellence
- **Silver** – Whole class, group and individual for rewarding pupils striving to meet school values
- **Bronze** - whole class, group and individual for rewarding persistent effort to meet school values
- **Green** – The very minimum standard of behaviour we expect of our pupils – Sit up straight, listen, answer questions, never interrupt and track the teacher. Can I answer Yes to the three questions: Am I in the right place, at the right time doing the right thing? When talking – speaking in full sentences, use hands well, articulate, project and eye contact.
- **Amber** - this is a warning stage and reminder of the expectation required
- **Red** – as a consequence of not following class or school rules despite reminders children to follow time out procedures. Time out will take place during break time. It will take place in the classroom/timeout room and be staffed by the duty teacher. Staff will record on CPOMS. Children will be asked to complete a reflection sheet. **Teachers to phone pupil's parents and arrange meeting with team leader/pastoral support.**

EYFS will have an instant 5 minute timeout and will receive a timeout in another class if behaviour persists.

KS1 will receive an instant 10 minute timeout and will receive a timeout in another class if behaviour persists or within an office with a member of the senior leadership team.

LKS2 will receive a timeout at break time or lunchtime for 20 minutes with the designated teacher on duty.

UKS2 will receive a timeout at break time or lunchtime for 30 minutes with the designated teacher on duty.

- **Red Line (Internally excluded)** - The concept of the 'red line' has been devised to signal to children that a member of staff has a serious concern about a child's behaviour and to give the child an opportunity to self-regulate before an incident escalates into something more serious. A 'red line' may be given when:
 - the child has not responded to being moved to red level and their behaviour has not improved
 - the child has seriously challenged the dignity of a member of staff or another child

When the 'red line' has been crossed a member of the pastoral or senior leadership team will be called upon to take the child out of the situation. The child will spend an appropriate amount of time working with a member of the senior leadership team, or to another class. Families will be contacted.

The length of a 'red line' will be determined by a member of the senior leadership team and related to the severity of the incident. Where possible the parent will be contacted by phone before the child is able to return to class.

Description of behaviours: Expectations and rewards

Gold	<u>I am excelling at:</u>		
	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others		
	Expression – have the confidence to present myself in an honest and insightful way that reflects what I value		
	Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself .		
	Leadership – Act with integrity, authenticity and determination ; and through this inspire others		
Silver	<u>I am persisting to be:</u>		
	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others		
	Expression – have the confidence to present myself in an honest and insightful way that reflects what I value		
	Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself .		
	Leadership – Act with integrity, authenticity and determination ; and through this inspire others		
Bronze	<u>I am striving to be:</u>		
	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others		
	Expression – have the confidence to present myself in an honest and insightful way that reflects what I value		
	Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself .		
	Leadership – Act with integrity, authenticity and determination ; and through this inspire others		
Green	<u>I am expected to be:</u>		
	In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions
	<u>SLANT</u> <ul style="list-style-type: none"> • Sit up straight • Listen • Answer Questions • Never interrupt • Track the Teacher or speaker 	<u>The 3 Rs</u> <u>Can I answer yes three times?</u> <ol style="list-style-type: none"> 4. Am I in the right place? 5. At the right time? 6. Doing the right thing? 	<u>SHAPE</u> <u>S – speak in full sentences</u> <u>H – use hands well</u> <u>A – articulating</u> <u>P – projecting</u> <u>E – eye contact</u>

Description of behaviours: Expectations and consequences

Green	<u>I am expected to be:</u>		
	In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions
Green	<u>SLANT</u>	<u>The 3 Rs</u> <u>Can I answer yes three times?</u>	<u>SHAPE</u>
	<ul style="list-style-type: none"> • Sit up straight • Listen • Answer Questions • Never interrupt • Track the Teacher or speaker 	<ul style="list-style-type: none"> 7. Am I in the right place? 8. At the right time? 9. Doing the right thing? 	<ul style="list-style-type: none"> <u>S – speak in full sentences</u> <u>H – use hands well</u> <u>A – articulating</u> <u>P – projecting</u> <u>E – eye contact</u>
Member of staff provides a non-verbal clue to correct behaviour.			
Verbal warning with explanation of correct behaviours.			
Amber	<u>The behaviour is breaking the school basic standards of behaviour</u>		
	<p>A child will be moved to amber when behaviour is unacceptable. For example, behaviour that:</p> <ul style="list-style-type: none"> • stops the child from learning • disrupts the learning of others • disrupts teaching • Rude or impolite 		
Red (reflection time)	<u>My behaviour has continued to not portray our values and the basic green standards.</u>		
	<p>Example 'red' behaviours:</p> <ul style="list-style-type: none"> • Persistent 'amber' behaviour • Any form of bullying • affects the health & safety of others and themselves • Physical and verbal assault on a member of the school community <p><u>Consequences:</u> Children will be asked to carry out a reflection (see appendix). The amount of time will be dependent on the age of the child and the severity of behaviour. Parents will be called and CPOMs updated.</p>		
Red Line (internal exclusion)	<u>My behaviour has continued to not portray our values and the basic green standards.</u>		
	<p>Failure to respond to reflection time warrants crossing the 'red line' and results in an Internal Exclusion. Red Lines may also be issued for one off more significant incidents.</p> <p>Example 'red line' behaviours:</p> <ul style="list-style-type: none"> • Behaviour has not improved following a reflection time. • Is insulting for example discriminatory, racist, homophobic, abusive • Physical and verbal assault on a member of the school community <p><u>Consequences:</u> Children will be asked to do their learning either under the supervision of a member of the leadership team, or in another class. Parents will be called, or invited to a meeting, and CPOMs updated.</p>		
Fixed Term Exclusion	The decision of a fixed term external exclusion is taken by the Headteacher where behaviour is deemed severe. Children may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the school.		
	Parents will be called and invited to a reintegration meeting when the child returns to school. CPOMs will be updated.		
Permanent exclusion	The decision to permanently exclude will only be taken as a last resort, by the Headteacher. This decision will also be reviewed by the local governing body.		
	<p>A decision to exclude a pupil permanently will only be taken:</p> <ul style="list-style-type: none"> • in response to a serious breach or persistent breaches of the school's behaviour policy; <p>and</p> <ul style="list-style-type: none"> • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 		

POSITIVE BEHAVIOUR POLICY

APPENDIX A

Time Out Reflection Sheet

Reflection sheet

What happened?	How did I feel?
What can I do to help myself?	What can the adults do to support me?

for.....

Date.....

Time.....

POSITIVE BEHAVIOUR POLICY

APPENDIX B

Referral System and Consequences

Pre-emptive	<ul style="list-style-type: none"> Use a My Plan, to plan for differentiated response to behaviour for children with additional needs before escalation of behaviour (What my Green behaviour looks like)
CLASS TEACHER - look warning, verbal warning and moved to Amber.	<ul style="list-style-type: none"> The matter is resolved and poor behaviour ceases
Class teacher Red level – name moved to red	<ul style="list-style-type: none"> Reflection time for some or all of a break – depending on age of child Log updated Incident recorded on CPOMS Parents contacted. Update My plan
CLASS TEACHER and SUPPORT Staff First Responder Team Leader or SEND Lead	<ul style="list-style-type: none"> If there are more than three reds within a fortnight, class teacher meets with parent to discuss next steps ie... introduce incentive chart/behaviour report book – seek support from Team Leader, SEN Lead, Inclusion leader. Discussions to create or review the My Plan with key adults & parents SEND lead, Inclusion HLTA and Team Leader informed – decision to include support/intervention. SEND Lead to contact external agencies: behaviour support team, Educational Psychologist or further referrals All recorded on CPOMS
Red line level Team leader involvement, inclusion leader or headteacher	<ul style="list-style-type: none"> First responder takes pupil to isolation area SLT to decide on amount of time is appropriate Pupil withdrawn to complete work in isolation/Internal Exclusion or another appropriate area. Reflect on My Plan – what is working? What is not working? Parents meeting
<i>Significant breach of the Behaviour Policy (including one-off serious incidents)</i>	
HEADTEACHER or SLT EXCLUSION	<ul style="list-style-type: none"> Headteacher takes decision to exclude child Local Authority and governors informed Incident stays on pupil's record Re-integration meeting - Pastoral Support Plan Consideration of involvement of outreach or outside agencies Re-adjust My Plan

APPENDIX C

COVID19 behaviour principles



We are required to ensure all pupils and parents returning to schools following COVID-19 adhere to certain behaviour principles which are detailed below:

- Parents and pupils are to follow any altered routines for arrival or departure.
- All staff, pupils and parents are to follow school instructions on hygiene, such as handwashing and sanitising
- All pupils must follow instructions on who pupils can socialise with at school
- All pupils when moving around the school must follow specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch and break time routines)
- All pupils will need to follow the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- It is a requirement that a pupil or parent will need to tell a member of staff if they or a member of their family are experiencing symptoms of coronavirus. This will be followed up with our COVID-19 risk assessment procedure
- All pupils will need to follow the rules about sharing any equipment or other items including drinking bottles
- All pupils will be required to follow our amended expectations about break & play times, including where children may or may not play
- All pupils will be informed of the rules on use of toilets and cloakroom facilities
 - All pupils to be clear on the rules about coughing or spitting at or towards any other person
 - Where required, risk assessments will need to be completed before pupils return to school

No school wishes to exclude a pupil however, where there is a significant breach or persistent breaches of the school 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):

- Head Teachers can consider either fixed or permanent exclusion as a response.

APPENDIX D

Green Behaviour Signage

SHAPE

 Speak in full sentences	 Hands used well	 Articulating	 Projecting	 Eye contact with audience
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SLANT

 Sit up straight	 Listen	 Answer question	 Never interrupt	 Track teacher or speaker
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Can you answer 'YES' three times

 Am I in the right place?	 At the right time?	 Doing the right thing?
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