

# POSITIVE BEHAVIOUR THROUGH VALUES POLICY



OCTOBER 2023

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## Rationale and aims

As a Values based school our chosen values are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community and why it is important to display these Values in all that we do and say. The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

We believe that by sharing our high expectations for behaviour with parents there will be a consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

## Why a whole school policy?

Children and adults in and around our school will present a caring attitude towards others. Children will respect the rules of the classroom and playground and will encourage others to obey these rules. Children will value the physical environment of our school and the resources within it. Staff and children will work together to present a positive image of our school in the wider community. Parents will be partners in the encouragement of good behaviour and will support the management of positive behavioural strategies. In short, the common goal is collaborative working.

## What do we mean by positive behaviour?

- Having mutual respect and consideration at all times for all members of the school community, offering friendship, sharing, tolerance of differences in appearance, race, ability, religion and gender.
- Co-operating with others.
- Self-discipline, which involves setting, with guidance, high personal goals/standards of work and behaviour.
- Showing awareness of right and wrong and an ability to use self-control when necessary.

Our children discuss expected behaviour in school at the beginning of each academic year and agreed rules are displayed in each classroom. We use a '3 Golden rules for success' approach which is also on display in each classroom.

1) Be ready

2) Be Respectful

3) Stay safe

## How do we encourage positive behaviour?

Firstly, all behaviour, both positive and negative, is addressed through the values language used in school and linked to the above mentioned 'Golden Rules'. All members of the school community (including parents and carers) actively promote school values through using the whole school reward system linked to Values Education (see Values Education Policy) and values assemblies. Encouraging positive behaviours both in and outside of the school setting. In class, reward systems are in place in each classroom, led and managed by the class teachers.

These are shared with all staff that work in individual classrooms and at lunchtime with the children. Use is encouraged by all.

Across the whole school we apply a house points system. All children are allocated a house group when they join Gravenhurst Academy and earn points through positive behaviour choices and for effort and attainment. Each house has captains and vice captains from year 4 that motivate and encourage their house teams.

### **Responding to negative choices**

We endeavour to ensure all staff and children can work in a happy and supportive environment, behaviour is always monitored in all areas of the school, by all staff members. Minor behaviour breaches are generally dealt with by the class teacher or another member of staff in a caring, supportive, and fair manner, with some flexibility regarding the age and Special Educational Needs of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that inappropriate behaviour/choices will lead to sanctions. At all times, all staff should encourage good behaviour through praise and recognition of positive choices. Children are given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have made different choices that would have resulted in a more positive outcome. A chain of sanctions is listed in Appendix A and Appendix B. All staff are encouraged to share issues with behaviour with each other; we nurture a culture of support and advice amongst staff at Gravenhurst Academy.

### **Major breaches of behavior**

Major breaches of behaviour include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. All these incidents will be recorded using C-POMs. This type of behaviour is generally rare, and it is the responsibility of the Principal and Senior Teacher to decide on the appropriate consequence. In all cases, the individual circumstances of the child and the event will be considered. A record of serious incidents will be kept in school. (See Appendix C-Ongoing Incidents form)

Consequences of a major breach of discipline may include:

1. A verbal warning by the Principal or the Senior Teacher
2. Withdrawal from the classroom
3. A meeting with parents
4. Meetings involving parents and support agencies where necessary.
5. Internal exclusion
6. Temporary exclusion
7. Permanent exclusion, only used in extreme cases or after all other courses of action have failed.

The school follows the Central Bedfordshire guidelines for fixed and permanent exclusions of pupils.

### **Racist Incidents**

Sanctions will be differentiated by age and each case will be decided individually, as some children may be very young.

1st instance- children will miss playtime and a meeting will be organised with parents.

2nd instance- internal exclusion

3rd instance- external exclusion

## Team Teach

At Gravenhurst Academy we have staff who are trained in holding children. The hold system is known more specifically as Team Teach. In order to keep an individual child safe from harm or other children safe from being harmed we may hold a child. This would only be the case when a child was in a state of crisis or going to cause harm to another. For more information, please visit <http://www.teamteach.co.uk/> Handling children is a very last resort, however their safety is of upmost importance so where necessary staff will hold children.

## Bullying

All children have the right to be safe and secure at school regardless of race, gender, religion or disability. They have a right to expect not to be bullied. Please refer to our separate Anti-Bullying Policy.

## Monitoring the policy

- To help identify the effectiveness of the policy:
- Pupil questionnaire
- Parent/carer questionnaire
- Feedback from school council
- Annual review of Positive Behaviour Through Values Policy by staff
- Feedback from governor visits

## Evaluation

As an indicator of the success of this policy, we hope to achieve the following: -

CHILDREN ARE READY TO LEARN.

CHILDREN ARE RESPECTFUL OF OTHERS AND THEIR ENVIRONMENT.

CHILDREN MAKE SAFE CHOICES.

The above three simple rules will result in an all-inclusive, positive school setting that our pupils can thrive in.

## APPENDIX A

Sanctions during class and indoor based tasks

Step 1 - Tactical ignoring, deflecting inappropriate behaviour by drawing attention to appropriate behaviour.(Emphasise Code of Conduct)

Step 2 - Simple direction, reminder, explanation of positive behaviour desired, quiet word or reprimand, e.g. where should you be? Highlight the correct values.

Step 3 – Warning – Ask the child if they are making the **right choice**, are you thinking about your values?

Repeat of one and two with a clear choice to be given to the child. e.g. either you work without talking across the table or you will be asked to work on a table on your own. (Change of seat position in class)

Step 4 – Thinking time. Separation or timeout after agreed number of warnings, to be used progressively as below,

- within own classroom
- in another classroom (normally with KS leader)
- with Principal/Senior Teacher

It is the responsibility of the member of staff concerned to follow up 'thinking time' incidents with the child after a cooling off period in order to maintain pupil-teacher relations. Record on Ongoing Incident Form.

During playtimes (not lunch)

If the problem occurs during playtime, then the person on duty should carry out sanction.

- removal from main play area to a designated area with a designated member of staff on duty for a short time.
- if a child refuses to co-operate a designated member of staff should be consulted. (SLT)
- all playground incidents to be reported to a class teacher.

#### Step 5 - Loss of Privileges

Loss of 5-10 minutes' playtime/lunchtime. Repetition may result in increased loss of time and a session with the Senior Teacher/Principal.

Children should be allowed out for a part of each break to ensure that they get some fresh air and exercise.

Step 6 - Class teacher to contact parents to discuss concerns and work together to try and modify behaviour. Seek advice from the SENDCo. (See Appendix C-Behaviour Parent Meeting Form and Behaviour Support Plan-Targets)

Assembly: If a child is removed from their class group during assembly, they must sit beside a teacher. This is only to be used when a child is continually disruptive.

#### **Guidelines for Using Sanctions Effectively**

- Clear distinction between minor and more serious incidents.
- Indicate which sanctions are likely to be appropriate to particular behaviour/particular child.
- Clear about the precise behaviour being sanctioned.
- Planned and fair.
- Immediate.
- Applied calmly and consistently.
- Discourage sanction of whole group.
- Communicated to everyone.
- Respect pupils' self-esteem.

#### **APPENDIX B**

##### **Sanctions during lunchtimes**

The most effective way to manage lunchtime behaviour is to use positive reinforcement and to have strong communication between teacher and Midday supervisor. MDS will complete an Ongoing Incident Form or speak to the class Teacher for serious incidents.

- Questioning based on: What is the expected behaviour? What were you not doing correctly?
- Listen to both sides of a problem. Each child giving his/her account with no interruptions.
- Reflect back on the expectation.
- Discuss what happened, how the children feel and who else has been affected.
- Discuss what do the children need/ need to do now so harm can be repaired.
- Children then choose the solution that is acceptable to them.
- Children then put solution into effect.

## Time-out outside

If further problems occur or child/children need to be removed from the area-go to time-out Bench or stand with a member of staff.

Children placed on time-out with the lunchtime supervisor until they feel they can put the solution into operation and make changes to their behaviour.

Behaviour of the child is passed onto the Class Teacher via the Ongoing Incident Form. Class teachers to monitor.

- Time-out with a Midday Supervisor
- If problems persist child/children need to be sent to do Time-Out with the Class Teacher or Senior Teacher.
- Issues are passed to the class teacher.




## General comments

These procedures have been set in specific order, understood and articulated by staff and children. The steps will bring about interaction between children and adults in a consistent ethos.

## Appendix C

Action following an incident will be decided by the following guidelines in the School Escalation order as below

### Escalation Order

				
<b>Class Teacher</b>	<b>Key Stage Leader</b>	<b>Behaviour Lead</b>	<b>Principal</b>	
<u>Typical Behaviours</u>	<u>Sanctions/Actions</u>	<u>Responsibility</u>	<u>C-Poms</u>	<u>Level</u>
Calling Out  (Refer to ISPs if appropriate)	Tactical ignoring, Re-direction Moving to another area within the classroom Praise for good behaviours	Class Teacher	NA	Minor
Unkind comments to other pupils (Refer to ISPs)	Reminder of our Values Use of RA	Class Teacher	NA	Minor
Refusal to work (Refer to ISPs if appropriate)	Exploration of reasons Setting manageable targets – praising when achieved Keeping back at playtimes	Class Teacher	NA	Minor
Inattentiveness	Target for questioning/ set work targets and completion times	Class Teacher	NA	Minor
Hitting other children  (Depending on level of harm)	Minor – Use of RA,  Clear signs of injury or intent – bruising, bite marks etc Speak to parents	Class Teacher  Senior Teacher or Principal	NA  C-Poms	Minor  Major
Hitting members of staff	Speak to parents (Consider if hitting was accidental – i.e swinging arms or deliberate	Senior Teacher Or Principal	C-Poms	Minor/Major
Swearing	Isolated incident	Class teacher	NA	Minor
	Repeated – directed at an individual	Senior Teacher	C-Poms	Major
Sexual Language	Use of inappropriate words or discussing sexual actions	Safeguarding Lead - DSL	C-Poms	Major
Damage to school property	Throwing of furniture or equipment, Deliberate breaking	Senior Teacher	C-Poms	Major
Disruptive behaviour in lessons	Thinking time. Separation or timeout after agreed number of warnings, within own classroom.	Buddy System Key Stage Lead	NA	Minor
Repeated disruptive behaviour	Step 4 – Appendix B – i.e leading to removal of rest of class from the room or lesson having to be abandoned	Behaviour Lead Possible referral to SendCo or FSW	C-Poms	Major

### Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the academy's website. Copies are also available upon request from the Academy Office. This policy will be reviewed annually.

Written by: Debbie Randall

Date: October 2023

Agreed by Principal: Debbie Randall

Date: October

Ratified by Governors

Date: November 2023

*Gravenhurst Academy*  
**Ongoing Incidents Form**



Pupil:		Teacher:	Class:	Year:
Date	Time	What happened?	Action taken	



*Gravenhurst Academy*  
**Behaviour Support Plan**



**Targets**

<b>Pupil:</b>	<b>Teacher:</b>	<b>Class:</b>	<b>Year:</b>
<b>Action set by:</b>			
<b>Targets:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>			
<b>Additional Notes:</b>			
<b>Signed (Pupil):</b>		<b>Signed (Parent):</b>	

## Behaviour Parent Meeting Form



1. Pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_  
2. Relationship to child: \_\_\_\_\_ Date: \_\_\_\_\_  
3. Present: \_\_\_\_\_

Concern

Parents View

Action to be taken by the school

Action to be taken by the parent

Action to be taken by the child

Review Date \_\_\_\_\_

Completed by: \_\_\_\_\_

Next Steps