



Positive Behaviour Policy

Academic Year 2020 - 21

Philosophy

“Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society rightly expects.”

(Education Observed 5, 1987)

“The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values.”

(Discipline in Schools – Elton Report, 1989)

It is important to recognise the value of relationships and how this can benefit the whole school community. Positive relationships are vital in promoting good emotional health and well-being. We aim to nurture and promote good relationships and positive behaviour choices with a common purpose of enabling effective learning and teaching. Our approach is one that recognises children as individuals, with their own unique qualities that might need to be celebrated, whilst at the same time, meeting and supporting the needs of those who may-experience difficulties with their behaviour.

From an early age we attempt to show the children how to develop the skills of sharing and turn-taking, how to accept others' points of view, to recognise emotions in others and to understand the relationship between cause and effect in the way they behave. Children have a right to a safe, secure, sociable and orderly environment in which to learn and play. Staff have a right to come to work and feel safe and supported. Parents/ carers have a right to be listened to, if they are worried.

We believe that positive behaviour underpins learning and we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel secure and where they can learn. This policy reflects key messages from professional development that staff have undertaken. After participating in ACEs (Adverse Childhood Experiences) training, we recognise that some children display behaviours that may be communicating another need such as fear, anxiety or low self-worth. This policy establishes what school can do to support, ensuring that every member of the school community feels valued, respected and able to contribute towards the well-being of the school.

COVID 19: A Potential ACE

It is hard to gauge the full impact that the coronavirus pandemic and subsequent lockdown may have had/ may be having on children's mental health and well-being. It is important to be aware that this could be a potential ACE for some and may therefore be presented through undesired behaviours. It is important that these individual needs and circumstances are taken into account when implementing consequences for inappropriate behaviour and that relevant positive support is provided for those who may be experiencing anxiety or fear as a result of the coronavirus pandemic/ lockdown.

Our School/ MAT Values

Across our Multi-Academy Trust (MAT), we have a vision that is underpinned by a set of values. These values are then woven into our whole school approach to managing behaviour. It is these values that influence our set of school values that we actively encourage and respect.

Honesty: to always be honest to ourselves and to each other
Opportunity: to learn and develop as an active member of our community
Belief: to believe in our own and others' abilities
Generosity: to give freely our ideas and time to support each other
Respect: to respect ourselves and each other
Empathy: to ensure that we always try to see things from others points of view
Excellence: to always strive for excellence in everything we do
Nurturing: to love and care for each other



We believe that all of these values should be nurtured and celebrated in all of our children. The positive relationships built in school can have a significant impact on a child's personal, social and emotional development. Developing, nurturing and fostering positive relationships will enable a child to fulfil their full potential, both academically and emotionally. We expect every member of our school community to behave in a considerate, courteous and respectful way.

Promoting Positive Behaviour and Self-Control

“There is strong evidence that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.” (Education Endowment Fund: Improving Behaviour in Schools, June 2019)

Positive behaviour has an integral role to play in the fulfilment of our aims. All staff are responsible for the modelling of good behaviour, positive relationships and ways of dealing with incidents around school. All members of the school community are encouraged to consider the choices they make in terms of their behaviour and to take responsibility for their actions. The staff and children in each class have drawn up a code of conduct, which states the Rights and Responsibilities of all who work in the Hob Green community. For example:

I have the responsibility to:	I have the right to:
be kind to everyone, share things and treat other people the way I would like to be treated	have lots of friends and be happy
speak politely to everyone	be spoken to politely
look after other people and make them feel safe	be safe and cared for
try my best to learn and work hard	good lessons, where I can share my ideas and talk to the teachers and other children
listen carefully to other people's point of view	be listened to
look after and respect the school's and other people's personal things	know my own things will be safe and also have good equipment to play and work with

Self-Control

Self-control helps children resist unhealthy temptation and tolerate the discomfort needed to help achieve long-term goals. It is important to give children the skills they need to develop self-control as well as an opportunity to practise making good choices.

In order to develop and promote self-control, the staff at Hob Green will:

- **Provide structure** by creating a similar routine that enables children to get used to what they are supposed to be doing. These routines will be kept simple and allow children to familiarise themselves with these so that they can implement them independently.

- **Explain reasons** behind the rules to help them understand why certain choices are better than others.
- **Give consequences** that help children remember how to correct their inappropriate behaviour, learn from it and not repeat it.
- **Shape behaviour**, gradually by providing the necessary tools to help children behave appropriately, for example, reward systems, visual reminders etc.
- **Praise** good behaviour whenever the children demonstrate self-control. Staff will endeavour to point out the types of behaviour they want to see more often, focussing on the positive rather than the negative.
- **Teach problem-solving skills** that enable children to help correct their own behaviours, for example, the use of timers to help maintain focus during a writing task.
- **Model self-control** so that children can see how to make the right choices.
- **Reward good behaviour** through the use of consistent, timely reward systems that target specific behaviours.

Reward System

- Our Behaviour Policy focuses on positive behaviour. We have a well-structured reward system that ensures consistency across the whole school.
- Every child and staff member belongs to one of our four House Teams – Oak, Willow, Ash and Beech. The children can earn house points that feed into the collective total for their team. House points are recorded on individual house point cards (see appendix 1) and totals are collected weekly by teaching/support staff. For older children, they can be responsible for marking their own house point cards but for those in KS1, this may be done through a teacher tick or stamp.
- The awarding of house points links to our reward shop system so when a child achieves a multiple of 50 house points (50, 100, 150 etc.), they are able to visit our reward shop to choose a prize to take home. Children can visit the reward shop with their teachers where they will be able to choose a prize and receive a certificate (document attached).
- Children can earn house points for displaying behaviours linked to our school values. This can also include exceptional behaviour, work, effort and attitude.
- A growth mindset approach to learning is promoted to encourage children to aim high and experience risk in order to overcome obstacles. Evidence of a Growth Mindset is rewarded through house points, growth mindset stickers or through teacher-recognition in the way of a written or verbal comment.
- To ensure children recognise the value of teamwork and working together to achieve a goal, house points will be gathered collectively and totals shared in weekly assemblies.
- A special whole school assembly is held weekly, where staff nominate children from their class to receive an Achiever's Certificate.
- Assemblies will be held virtually, until further notice, via Teams to ensure social distancing guidelines are complied with.
- Children are encouraged to share any extra-curricular achievements in whole school assemblies; swimming, cubs, brownies, sports clubs, etc. Information about these achievements will be emailed to the school office and passed onto the member of SMT/ SLT leading the assembly.
- Staff use stamps and stickers for good behaviour and good work as well as awarding house points as part of their marking of children's work.
- Children who have shown exceptional behaviour or have worked particularly hard will have the opportunity to meet with a senior member of staff for extra praise.

Zone Board

In order to support children with adhering to the Positive Behaviour Policy, a zone board system is implemented in all classrooms from Year 1 to Year 6. Each class has a zone board, displayed clearly in their classrooms that is accessible and visible to all.

The zone board consists of seven zones – gold, silver, bronze, green, blue, yellow, red.

Moving Up!

- Each class has a zone board clearly displayed in their classroom.
- Each child starts a new day in green. Whatever happens during the day, the children always have a “new day, new start!” and their name returns to green.

- Positive behaviour can be rewarded by children moving up into bronze, then silver and into gold. This is rewarded appropriately by the teacher (stickers, prizes, certificates, notes home etc.)
- If a child is moved to bronze, they should be awarded 1 house point, they should be awarded 3 house points if moved onto silver and 5 house points if moved onto gold.

Moving Down

- Negative behaviour results in a moving down the zone board. Moves down can happen in whichever zone the child is in.
- Children are given a warning before being moved down a zone. Blue is seen as 'The Warning Zone', giving the children a visual reminder that they need to reconsider their behaviour choices so they can be moved back up to green.
- Children should be reminded of the consequences should they persist with their inappropriate behaviour.
- If poor behaviour continues, they are moved down to further to yellow and then red.
- Any child moved down to blue, yellow or red, should be recorded. Teachers keep a record of who has been moved down the zone board on a shared document (appendix 2) and behaviour incident should be recorded on CPOMS. This gives opportunities for repeat occurrences to be addressed and monitored and therefore, allowing the appropriate support/ intervention to be implemented, if required.
- If a child is moved to yellow, they will be placed in 'Time Out' and moved away from the lesson to a 'quiet space' (e.g. outside classroom door). The number of minutes will reflect the year group they are in, for example, year one = one minute, year two = two minutes etc. It is vital that if a child is placed in time out, a member of staff explains why, commenting on the inappropriate behaviour the child has displayed. This should not involve shouting or lecturing and will help develop self-control. "You have to go to time out because..."
- For those who are in Time Out (yellow) repeatedly (three or more times per week), they will minute in 'Time Out' will be taken off their playtime. This will happen on a Friday.
- If a child is persistently moved to yellow within a week, a member of senior management will be notified.
- Children in KS2 are expected to have more experience of self-control. If a KS2 child is moved to the red zone, he/she may be required to call home and explain to their parent/carer the behaviour that has led to them being placed in this zone. The purpose of this is to help our children understand the importance of taking responsibility for their mistakes.
- For those in KS1, a senior member of staff will inform parents/ carers of the behaviour incident that has resulted in their child being moved to the 'Red Zone'.
- When the children are having their thinking time, they are expected to explain what has happened and think about the impact this may have had on others. They are also supported to talk through strategies to reduce the risk of the incident happening again. Children should always be reminded of the importance of keeping themselves and others safe at school. The child is also encouraged to restore and repair the relationship with the child or adult that has been involved with any inappropriate behaviours. A clear message is sent to the child that once the incident has been dealt with, all those involved move on.
- Some children may find it hard to reflect on their actions and therefore, may need support to do this. If a child is expressing anger and frustration, then Time Out should also incorporate an opportunity to calm down so that they are then able to reflect more appropriately. This may be through the use of a calm box, which should be accessible for children to use when they are having thinking time or as a tool to help them settle before they talk through what has happened. For those who struggle with eye contact, having a toy from the calm box would give them something to focus on, whilst they are talking.



Some ideas of what to include in a Calm Box:

- Small container of bubbles
- Weighted stuff animal
- Stress/ squeezable toy
- Calm down cards
- Emotion cards
- Colouring/ drawing activity
- Timer
- Playdoh
- Fidget toy

- A child can be put onto red immediately for more serious incidents such as fighting, bullying or racial remarks.

Summary of Procedures for Moving Down the Zone Board

- Low level intervention (e.g. child is asked not to do something)
- Warning - a verbal warning is given along with an opportunity to improve their behaviour choices.
- If they continue to make poor behaviour choices, they move down to blue – ‘The Warning Zone’
- Move down to yellow - time out of the lesson (for those repeatedly on yellow in one week, minutes taken off playtime)
- Move down to red - sent to senior member of staff, phone call home
- Yellow and Red behaviour incidents should be logged on CPOMS.
- *It is important to be aware that if positive behaviour is observed, then the child should be moved back up the zone board.*

What Constitutes Red?

- Physical or verbal abuse towards children and/ or staff
- Bullying of any type
- Racist remarks
- Homophobic discriminatory language
- Vandalism
- Stealing
- Rudeness to staff and a lack of respect
- Lying
- Running out of class or the school building
- Refusal to co-operate or follow instructions
- Swearing
- Deliberate attempts to promote unhygienic behaviour e.g. deliberate acts of germ transmission (coughing in faces etc.) This is a result of the Coronavirus pandemic.

Some severe and serious incidents may result in actions being taken beyond the red zone. Should the child still continue with their actions, then a phone call will be made to their parents/ carers asking them to collect the child from school straight away. If this is not possible, then the child will be supervised (with work) in an area of school that does not risk the crossing of bubbles.

Sanctions

Sanctions can discourage or prevent inappropriate behaviour. We employ each sanction to an individual situation and take into account the child's age and level of maturity. They can be followed by rewards to encourage good behaviour.

We recognise that children can make decisions and choices that do not reflect our school rules and values. Sometimes, this can be part of growing up but there can also be underlying issues.

Children who have been exposed to an early childhood trauma or ACE (Adverse Childhood Experience), may present in ways that as adults, we do not approve of but for a child, it may be the only means they have of communicating that something is wrong.

“Beneath every behaviour, there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause and not the symptom.” (Unknown – courtesy of @SELearningEDU).

Our approach to dealing with challenging or inappropriate behaviour is based on the following principles:

- **Behaviour is a form of communication.** Sometimes children behave in a certain way that may be driven by underlying emotions and feelings. They need time to reflect on their actions and talk through strategies to change the behaviour displayed.
- **Safeguarding all members of the school community** from the risk of harm. Children and staff should feel able to talk freely, with particular regards to any aspect of bullying, or other problems or concerns.

- It is the **inappropriate behaviours that are addressed** rather than the child i.e. the child is not labelled as 'naughty'. Children make mistakes but are encouraged to reflect and learn from them.
- **Firm and fair boundaries** give children safety in a time when they may be in crisis and give them a clear understanding of what is expected from them.
- Fostering **strong relationships** between staff, children and parents/carers.
- A **positive school culture** that promotes connection, inclusion, respect and value for all members of the school community. All staff treat each child fairly, with respect, understanding and sensitivity, enforcing the standards of behaviour consistently. They approach situations in a calm manner, avoiding confrontation and aggression. Publicly shaming a child is not an appropriate strategy to use. Staff will separate the behaviour from the child by focusing on the unacceptable behaviour of the child and not the child him/herself; e.g. 'That was an unkind thing to say' rather than 'You are unkind'.
- Recognition of the **importance of self-esteem, wellbeing and self-worth**. The child needs to know that, even though they have behaved in an inappropriate way, they are still valued and cared for.
- **Individual needs and personal circumstances** are taken into account when implementing consequences for inappropriate behaviour. Staff need to take the time to get to know their pupils so that they can relate to them on a personal level.
- **Positive support** is more likely to have an impact on changing behaviour long term than punishing a child. Expectations should be appropriate to the maturity and wellbeing status of the child – they should enable them to succeed rather than fail. Whilst not accepting the behaviour, staff should accept that a child is trying to communicate something to them.
- Adults to have a '**curiosity**' about a child's behaviour in order to better support the child – what we know will help to shape how we address a situation.

A range of strategies are used initially to focus a child back on making positive choices with their behaviour such as:

- Smiling and letting the child know you are aware of them
- Tactically ignoring, if the inappropriate behaviour is attention seeking and not disturbing the learning of others
- A positive comment about something the child has done to refocus the child
- A positive comment about another child to help model expected behaviour to the child
- A clear verbal reminder of expectations to the child or class/group as a whole
- Non-verbal prompts such as a look or pointing to a visual reminder in the classroom
- Distracting the child with a positive action such as doing a job in the classroom
- Giving limited choices to a child so that expectations and boundaries are clear
- Reminding the child of good behaviour choices that have been made
- Stopping and waiting
- Moving the child to another place in the classroom (to align with yellow zone sanctions).

Zone Boards in The Early Years Foundation Stage (EYFS)

Reception and Nursery

In Early Years, our Zone Board is in the form of a weather chart. If children do something kind, some good work etc, they are put on the sunshine. If they behave well on a second occasion, they are put on the rainbow. Any child on the rainbow at the end of their session is rewarded with a prize from the Rainbow Box. In Reception, children who continually behave and work well are moved above the rainbow, onto the stars. In Nursery, all children have their photograph on a board next to our Zone Board, Reception children have a name card.

If a child does not follow our school rules, he/she is moved down to the cloud. If they continue to misbehave they are moved onto the thunder cloud. If they still continue to misbehave then a member of SLT speaks to them. Behaviour incidents are recorded on CPOMS.

Time For Twos

In Time for Twos, good behaviour is rewarded through the use of stickers. For those who make a bad behaviour choice, a warning is given and then they have 2 minutes in 'Time Out.'

Parents' Rights and Responsibilities

We believe that the partnership between home and school is vital to encourage good behaviour. A supportive partnership will be strong and be of ultimate benefit to the children. Our Code of Conduct for parents states the rights and responsibilities that all parents are expected to agree to:

I have the responsibility to:	I have the right to:
show support for staff in their implementation of the behaviour policy for the good of all children	expect the behaviour policy to be fully implemented for the good of my child
support my child in their schoolwork and homework	be kept informed about my child's progress and the support my child receives
ensure the punctuality and regular attendance of my child	expect that the school environment will be happy and safe
promote respect for all staff in school	be treated with respect when dealing with school
be familiar with the various policies and codes of the school	have access to the various policies and codes of the school
to make sure my child has the correct uniform and all they need for the day	expect that the uniform code will be promoted

If all parents support the Code of Conduct, then consistency will be achieved. The children will be aware of the consequences of their behaviour, so they understand what happens when they behave well and what happens when they display unacceptable behaviour.

Where there are incidents of poor behaviour that occur outside school, we will endeavour to address these issues with all involved, including involving the children's parents.

More Serious Issues/ Repeatedly Poor Behaviour

When dealing with more serious behaviour, staff will follow this procedure:

Teacher informs the Phase Leader

- Parents are informed by class teacher together with Phase Leader. The incident is recorded by the class teacher.
- Phase Leader informs Deputy Headteacher.
- Deputy and Headteacher discuss and, if deemed appropriate, invite parents in to further discuss problems and how to resolve them.
- Persistent problems may result in the child going on a weekly behaviour programme where targets are decided upon and the children are rewarded for modifying their behaviour. Parents are always involved in this.
- Class teacher in discussion with SENCO may place child on SEN register for behaviour. An ISP will be drawn up and shared with parents.

All racist incidents have to be taken very seriously and reported immediately to the Headteacher, who will report the incident to the Trust.

If a child is kept in at break or lunchtime, they will have access to the toilet and food and drink. If they stay in during lunchtime, they will have the opportunity to have time outside. Only a member of the Senior Leadership Team will keep a child in at break or lunchtime.

The child may be asked to reflect on what they have done and write out how they would do things differently next time.

Breaktime Incidents

The teacher on duty will deal with incidents that occur during break-time. They may send the child to the 'Time Out' area, which is a designated area of the playground where the child has to remain for a fixed period of time, that corresponds with the year group they are in (Y1 = 1 minute, Y2 = 2 minutes etc.). The teacher on duty will report incidents to relevant class teacher. The Phase Leader will be informed of any serious incidents. The child may be brought in from the playground and the Deputy or Headteacher will be informed. Serious incidents will be logged on CPOMS.

Lunchtime Incidents

The Lunchtime Supervisors are responsible for lunchtime incidents in the first instance. They may send the child to the 'Time Out' area, where the child has to remain for a fixed period of time that corresponds with the year group they are in (see details under break-time incidents). The supervisors will report more serious incidents to the Lunchtime Superintendent, who will deal with the incident. The supervisors will inform the child's class teacher and/or the Phase Leader. These matters may be dealt with by the Deputy or Headteacher to avoid disruption to children's learning. All incidents of this type will be recorded on CPOMS.

Stickers are given to children to reward and promote positive behaviour. Each child given a sticker places a marble in their class's marble jar at the end of lunchtime and receives a house point that they can log on their house point card when they return to class. Marble jars are kept in each classroom. The marbles are then counted each week and totals are revealed in weekly achievement assemblies. The class with the most marbles is rewarded 10 minutes extra play. Marbles are also awarded to class that show good examples of lining up at the end of break time and lunch time. Teachers/ lunchtime supervisors supervising the playtime can choose with class(es) should receive 5 marbles for exceptional lining up.

Fixed-Term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Trust about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Representatives of the trust consider any exclusion appeals.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Trust, and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

At Hob Green, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement.

A fixed term or permanent exclusion will result if there are on-going incidents

- A child's Behaviour record and/or IEP shows a persistent problem with behaviour
- Discussion between parents, Headteacher and any other staff involved
- Monitored behaviour plan in place
- Behaviour shows no improvement

The following extreme incidents can automatically result in a fixed term or permanent exclusion at the discretion of the Headteacher

- Physically violent outburst, where harm has been threatened or has actually been caused to an individual/s
- Verbally violent outburst, where harm may be threatened to an individual/s
- Threatening with a weapon
- Bullying

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded.

It is the responsibility of the Trust to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The Trust reviews this policy every two years. Representatives of the Trust may, however, review the policy earlier than this, if the government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved.

Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equality Policy and the Inclusion Policy.

Our School Rules

1. Be ***kind*** to everyone.
2. ***Respect*** everyone, their belongings and our environment.
3. Always be ***honest***.
4. Take care to have ***pride*** in all that we do.
5. Think about how other people ***feel***.



School House	Head of House	Deputy Head of House
Ash	Miss Turner	Mrs Arnold
Willow	Mr Parker	Miss Maxwell
Beech	Miss Dawes	Mrs Madkins
Oak	Mrs Humphreys	Miss Swingler

House Captains and Vice Captains are selected from the Year 6 children by the rest of the pupils – through a democratic process. They are expected to fulfil various roles throughout the year, but most particularly to set a good example to the younger children in their Houses.

Classroom Strategies For Teachers

At Hob Green, we accept that staff need to observe and fulfil the following to ascertain acceptable behaviour within the classroom:

- Planning & organisation of both the classroom environment and daily tasks in order to reduce the opportunity of inappropriate behaviour.
- Provision of an attractive and stimulating environment which recognises children's achievements and gives appropriate support for their learning.
- Preparation of differentiated tasks before the lesson commences – these must be both exciting and stimulating.
- Setting and sharing of clear and appropriate expectations, e.g. required noise level and atmosphere for task, time targets, etc.
- Ample use of praise and positive reinforcement throughout each lesson.
- Mobility of teacher and TA as much as possible.
- Ability to deal with disruptions without effecting teaching & learning in the classroom.
- Consistency of approach and adherence to whole school policy for Positive Behaviour.

Appendix 1: House Point Record Card

Oak						
Name:						
Class:						
Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Total
25hps	50hps 	75hps	100hps 	150hps 	200hps 	250hps 

Beech

Name:

Class:

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Total
25hps	50hps 	75hps	100hps 	150hps 	200hps 	250hps 

Ash

Name:

Class:

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Total
25hps	50hps 	75hps	100hps 	150hps 	200hps 	250hps 

Willow

Name:

Class:

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Total
25hps	50hps 	75hps	100hps 	150hps 	200hps 	250hps 