



Farnham Primary School
Policy for School Staff



POSITIVE BEHAVIOUR POLICY

Farnham Primary School has adopted the PACT HR recommended model procedure as agreed by trade unions.

Approved by the governing body /Headteacher: _____

To be reviewed on: _____ September 2021

Signed on behalf of the governing body: _____

Dated: September 2022



POSITIVE BEHAVIOUR POLICY

Farnham Primary School's core aims, principles and intentions will maintain the school ethos and promote our school values of 'Pride, Passion and Belief'.

The school will maintain its high expectations for every pupil and will continue to use our established strategies, as outlined in the Positive Behaviour Policy, to provide consistency and clarity across the school. We will continue to focus on positive praise and all staff will use this model to promote positive behaviour in Farnham Primary School.

Impact of Covid-19

We are very mindful of the need to support our pupils with their transition back to school, providing clear guidance on the changes to school routines, and frequent reminders of our expectations in an age appropriate way. All staff will need to take into account the possible impact of the virus and lockdown on pupils when reaching a decision as to the level of sanctions, fully considering:

- the impact on mental health/wellbeing of being out of school for this period
- anxiety
- impact on their family
- bereavement and concern for family members
- re-adjusting to socialising with other children - understanding sharing/ interacting politely etc.
- motivation and re-adjusting to the pace of the school day and routines

At the heart of our behaviour policy is the opportunity for pupils to learn about and reflect upon their behaviour(s). Before we move to issuing sanctions, we ensure that sufficient time is given to supporting students resettle into school; helping them understand behaviour expectations; and what is in place to prevent behaviours from escalating. It is also important to consider the possible effect lockdown and the virus has had on individuals when reaching a decision on a level of sanction.

Reasonable adjustment and support for vulnerable pupils

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.

Whole-school level

- All staff understand and demonstrate the school's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- Expectations around lining up quietly and sensibly are shared with the pupils regularly and reinforced by staff.
- School assemblies will take place virtually initially to reinforce the new routines and systems around school.
- Positive behaviour in corridors is to be noted and celebrated by staff and pupils reminded about how they are expected to move around school if they are not doing so in a safe way.
- Children will have designated areas of the playground to use so they remain within their class.
- All staff to reinforce the new dining room procedures and expectations. Positive behaviour in the dining room is to be noted and celebrated. Any children not behaving in a safe way to be spoken to and reminded about why these changes are important.
- Parents/carers are aware of and contribute to the school's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute, formally and informally, to the development of systems underpinning positive behaviour.

Classroom level

- Adults model respectful behaviour.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own strengths and to recognise and value the diversity within the classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- Teachers to ensure children know that they should move around the toilet as infrequently as possible, put their hand up if they need to use the toilet, wash their hands thoroughly when they are asked to, only use the equipment they need to.
- There are classroom rules, reinforced through discussion with children, which promote positive social and learning behaviour.
- Classroom rules are prominently displayed in a way which can be understood by all children (photographs, diagrams, cartoons) in classrooms and around public areas.
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour.

Individual child level

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support.

The above can be achieved through adopting a positive and planned strategy to cope with undesirable behaviour, which in turn, will create a warm and caring learning environment. The strategy we have adopted in this school is called assertive discipline.

It is very important that the positive aspects of praise and reward should have great emphasis.

School Rules

We have school rules which all staff, children and parents are aware of. These are linked to our Human Rights. The right to be safe, to be respected and to be heard. Through the School Council we have agreed the following.

We should all try to help each other and make the school a happy and safe place to work.

1. Keep your hands, feet and objects to yourself.
2. Speak politely to others.
3. Always follow instructions from a known adult in school.

The rules are displayed around school.

This method only works if all staff are consistent in their approach and follow the guidelines which emphasise rules, rewards and consequences. Wherever possible, positive reinforcement should be used to encourage desired behaviour. There is a formal reward system which all staff should follow and there are also a series of sanctions which can be applied when children choose not to follow the rules. The sanctions used depend on the severity of the offence.

Rewards

‘Good to be Green’

The school operates a traffic light system for promoting positive behaviour in each classroom called ‘Good to be Green’. At the beginning of the week, each child begins on a green card. Pupils who need to be reminded of how to behave receive a reminder and a verbal warning(s). If the behaviour does not change, the pupil moves their card from green to yellow. Any further incidents may then result in the card moving to red.

1. Reinforce instruction through gentle reminder/praise good behaviour.
2. Firm verbal warning and reinforce instructions.
3. Turn the green card over.
4. Yellow card - record in the behaviour log.
5. Red card - record in the behaviour log and pupil’s diary. Class Teacher to speak to parents discreetly.
6. Phase leaders will monitor behaviour logs on Friday morning and will speak to pupils where appropriate. Letters to parents will be sent at Phase Leaders discretion.
7. For severe and persistent behaviour concerns, phase leaders will inform the Headteacher who will then have a behaviour discussion with parents.

Strategies for dealing with inappropriate behaviour

Staff should use the following strategies for dealing with inappropriate behaviour:

- Tactical ignoring - staff to initially ignore the behaviour unless it puts others at risk (physically/emotionally).
- Use of body language (e.g. looks to show disapproval)
- Using a firm, but calm tone (not shouting) to let a child know you have seen them and you disapprove of what they are doing
- Using a firm, but calm tone (not shouting) to let a child know that if they continue you will be speaking to them later
- Using praise to encourage the child to copy good behaviour
- Using praise to quickly acknowledge a child's positive change to their behaviour
- Visual prompt cards modelling expected behaviour for younger children, those with SEN or EAL
- Use of individual positive behaviour charts.
- Talking with the child, individually, clearly pointing out what we see as undesirable behaviour and ask the child what the correct behaviour should be in that situation/ what they will try to do next.

Sanctions (At teacher's discretion)

- Red cards recorded in the child's diary and class behaviour log.
- Children may miss playtime.
- 'Time out' in own classroom.
- 10 minutes 'Time out' in parallel class.
- Behaviour discussion with phase leader.
- Behaviour discussion with Headteacher
- Child to go on to daily report.

Children on Report

At the discretion of the phase leader or Headteacher, a child will go on to report and will be monitored hourly by teaching staff. Parents will be informed and must collect their child at the end of the day. The child will have their report signed by a senior member of staff who then discusses it with the parent. Children come off report when all parties agree that their behaviour has improved. Whilst on report, children are not able to participate in extracurricular activities. At lunchtime these children will be supervised by the learning mentor.

Exclusion

A decision to exclude a pupil is taken by the Headteachers only:

In response to serious breaches of the school's behaviour policy **AND** if allowing the pupil to remain in school would seriously harm the educational welfare of the victim or others in the school.

The school will follow the procedures of the Education Bradford Pupil Exclusions Manual.

If a child has received a yellow or red card on any day it will be turned back to green the following day to give the child a 'fresh start'.

Rewards

Individual Rewards

Reception & Nursery

Nursery children receive regular verbal praise as well as stickers where appropriate. Parents are informed daily about their child's behaviour and encouraged to support the school in helping their child to develop good learning behaviour.

Years 1 - 6

For those children who remain on green:

- All day will receive 1 house point
- All week will receive 5 house points and a gold card.

Children who receive a gold card each week will then receive a platinum card at the end of the half term. They will all receive 15 minutes extra playtime (organised by staff within year groups) This is recognised in the final assembly of the half term.

Whole Class Rewards

If any class remains on green for the whole week they will gain a whole class reward.

Appropriate rewards:
<p>15 minutes additional:</p> <ul style="list-style-type: none"> ● Playtime ● Visit to the nature garden ● Golden time ● Chromebooks ● DVD (limit to 20 minutes each week) <ul style="list-style-type: none"> ● Enjoy a biscuit and some juice (Teachers to be aware of allergies)

Attendance

Children will receive a housepoint at the end of each week for 100% attendance. Those children who have achieved 100% attendance are rewarded with a certificate every term and at the end of each academic year with a celebratory lunch. Parents will be invited to attend. Attendance posters are on display to showcase class attendance each week and the class with the best attendance will receive the attendance trophy.

Star of the week

Each week a 'star child' is chosen in each class because of some achievement they have made. All 'stars of the week' receive a special 'star of the week' sticker and certificate and will be celebrated in Friday assembly. The child who has received the award gets a special card for the 'Good to be Green' chart in their classroom and they keep this until the following Friday.

Writing Heroes, Spelling Superstars, Maths Legends

Each month, class teachers will select a child from their class to receive a special prize (certificate and pencil, or a certificate and customised sticker) for their writing or trying hard with spellings and maths. On the last Friday of the month, these will be shared in the 'whole school celebration assembly' in the same way that the 'star child' shares their good work on the other Fridays (see above).

House point system in KS1 and KS2

Pupils in KS1 and KS2 are all allocated to a house. There are five houses:

Blue	-	Hockney
Yellow	-	McMillian
Red	-	Salt
Green	-	Bronte
Purple	-	Lister

House points are collated each week. Dojo points are converted into House points at the class teacher's discretion. House points are celebrated in classrooms and all classes display house winners for the week. House points are also celebrated half termly in a whole school celebration assembly (last Friday of the half term) where the winning house team will receive the house term trophy for each half term.

Pupils receive the following rewards:

<u>HOUSE POINT CHART KS1</u>		<u>HOUSE POINT CHART KS2</u>	
20	Merit sticker	25	Merit sticker
40	Animal sticker	50	Animal sticker
60	Well Done certificate	75	Pencil
80	Pencil	100	Well done certificate
100	Mini ruler	150	Sharpener
120	Sharpener	200	Brilliant sticker
140	Eraser	250	Ruler
160	Metal badge / postcard	300	Super certificate
180	Pen	350	Coloured pen
200	Brilliant sticker	400	House badge
225	Super certificate	450	Postcard home
250	Gel pen	500	Pen
275	Colouring book	550	Eraser
300	Headteacher's sticker	600	Excellent certificate
325	Pencil case	650	Gel pen
350	Keyring	700	Headteacher's sticker
375	Tennis ball	750	Pencil case
400	Excellent certificate	800	Keyring
		850	Tennis ball
		900	Book voucher

Learning Mentor

If a teacher is particularly concerned about a particular child whom they feel are in need of emotional support, they must speak to their phase leader and make a written referral to the learning mentor.

Movement inside school and in the playground

Where children need to line up they do so in register order unless there are valid reasons for exceptions. This order is displayed on the classroom wall so that all staff can see how it should be. Children with extra needs are escorted between and at the end of lessons by their teaching assistant. When classes are coming into school they line up in their designated place in register order. At the end of break times this is supervised by the year group teaching assistant until the teacher arrives.

At the end of playtime

- The bell rings, children stand still.
- The children line up in their designated areas.
- Mornings and afternoons – the teacher and support staff go out to receive their class.

At the end of the day

- Children must walk to the exit.
- All class teachers, Year 1 and older, lead the children into the top yard, in register order.
- No children can go back into the classroom.
- Parents are asked to remain behind the barriers away from where pupils line up.
- Children put their hand up when they recognise the adult collecting them. Class teachers check the name of the adult with the child before allowing them to leave.
- Reception and nursery children are picked up by parents from the EYFS playground.

September 2021