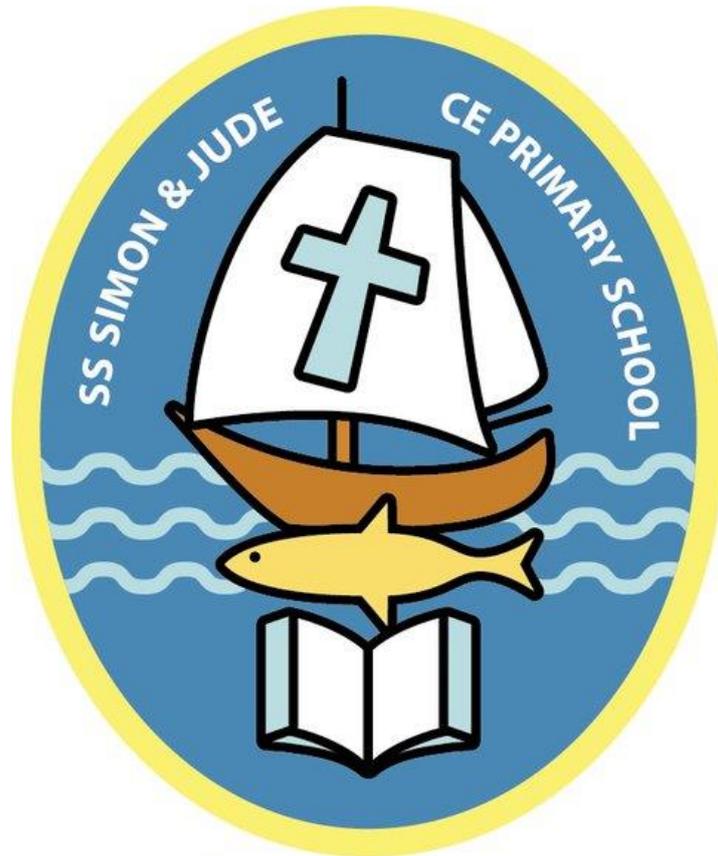# POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY

VANTAGE ACADEMY TRUST

Date approved: November 2021
*Date for revision: June 2023
Responsibility: Principal/LAB
Approved by the Local Advisory Board

Signature of Chair: Mrs A Johnson   Principal: Miss K Jones
*subject to any relevant changes in legislation or other appropriate guidelines

VISION

We believe that all pupils at SS Simon and Jude CE Primary School have a right to education, care, safety and an opportunity to develop and enjoy good relationships. We also believe that all staff should have a right to teach and support pupils' education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning. It will encourage independence, self reliance and ultimately self-discipline and a sense of responsibility.

At SS Simon and Jude CE Primary core values have been agreed with all stakeholders and these values are embedded in school and are an integral part of our school community.

Our Vision is: To ensure lifelong learning for the whole community by building a better future together.

Our Mission is: To build and maintain learning communities by developing passionate learners through personalised learning for a globally changing world. By nurturing each child's faith journey, based on Christian values, we enable lifelong learning through promoting high standards, encouraging enquiring minds and valuing ourselves and others in our school community and beyond.

Our Values:
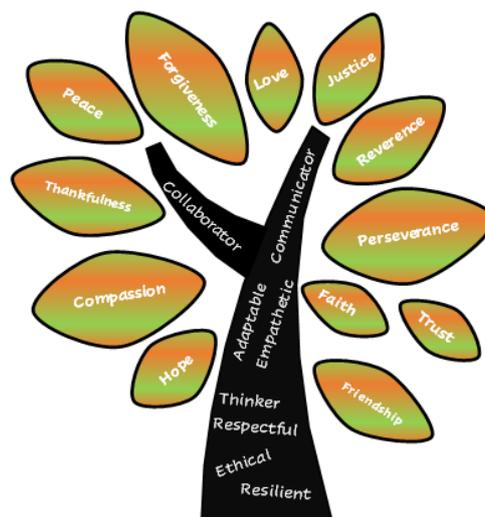
Our Values Tree

'A tree is known by its fruit'

School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Therefore, all

members of the school community have a responsibility to establish the standard of behaviour expected by pupils at the school through the consistent implementation of this policy. The policy will be available to staff, pupils and parents. The Principal will be responsible for reporting on the implementation of this policy to the Local Advisory Board, including its effectiveness in addressing any form of misbehaviour.

AIMS

The school is committed to:

- ❖ fostering high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.
- ❖ encouraging acceptable behaviour through the provision of a stimulating curriculum and well organised classroom management.
- ❖ actively promoting acceptable behaviour through positive encouragement and rewards rather than negativity and punishment.
- ❖ providing a simple and fair framework of expectations, which is understood by all and applied consistently by **every** member of staff.
- ❖ promoting self-respect and developing self-esteem through high expectation of standards of dress and cleanliness.
- ❖ encouraging pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- ❖ promoting a partnership between teachers, parents and pupils to develop mutual respect and understanding.
- ❖ promoting a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

LEARNING ENVIRONMENTS

A well-managed school is paramount to preventing disruptive behaviour from occurring both inside and outside of the classroom environment. All members of the school community must expect high levels of positive behaviour at all times. This includes ensuring pupils address adults by their full names as well as observing common courtesies such as 'please', 'thank you', 'excuse me', waiting to let people pass, holding doors open etc. As part of this behaviour policy all pupils will be treated equally in matters of discipline by all members of staff as the criticism will focus on the behaviour not the pupil.

EFFECTIVE CLASSROOM MANAGEMENT

In order to prevent any disruptive behaviour, the school understands that a well-structured environment is paramount. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

This involves ensuring the teacher can see pupils' faces, that pupils can see one another and that they can see the board. Teachers avoid standing with their backs to pupils and ensure they have a full view of the classroom at all times. Before starting lessons, teachers ensure they have the full attention of the pupils, then explain the task clearly so all pupils understand what they should be doing. Teachers also establish different methods for regaining the pupils' attention i.e. clapping hands, counting down, show me etc. Any methods that teachers use should be made clear to the pupils at the start of the academic year and shared with all members of staff that come into contact with the pupils.

POSITIVE BEHAVIOUR

RULES FOR POSITIVE BEHAVIOUR

The school understands that well-managed classrooms start the year with a clear set of classroom rules and routines that are understood by all pupils. Therefore, teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to. Attention is given to how the rules are worded, using positive language rather than negative language i.e. I will act respectfully towards my peers and all adults. The classroom rules should be linked to the five 'Golden Rules' listed below:

1. Do be gentle
2. Do be kind and helpful
3. Do work hard
4. Do look after property
5. Do be honest

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced both in and outside of the classroom. All rules agreed at the start of the year are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers must ensure pupils understand this.

POSITIVE PRAISE

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure they define the behaviour that is being rewarded and that praise is given immediately following the desired behaviour. Praise is related to the behaviours that pupils demonstrate, and the way is which it is given can be varied i.e. smile, positive comments such as well-done etc. Praise should always be sincere and never followed by immediate criticism. Teachers should also encourage pupils to praise their peers if they see them modelling acceptable behaviour.

POSITIVE REWARDS

The school understands that when rewards are used linked to positive praise and following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour as well as a consistent approach across the school.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded

Therefore, the school uses different categories of rewards: social rewards and physical rewards.

Social rewards involve a positive phone call home, praise postcards or a sticker from the Principal. This can be linked to both positive behaviour as well as good work i.e. demonstrating acceptable behaviour at all times, showing effort though home learning projects or learning within the classroom etc. if you feel a pupil deserves a social reward they are sent to the Principal who will then reward the pupil.

Physical rewards are material awards such as class dojo, bookmark stickers, certificates, golden tickets etc. Again school has a consistent approach towards the use of physical rewards as detailed in the following sub sections.

CLASSDOJO

Classdojo is an online reward tool which directly links to our school values and expectations. Classdojos are used within the classroom setting at the point of teaching. At the start of each lesson, teaching staff will identify what they are looking for within the lesson i.e. collaboration. This is shared with the pupils. Pupils are then rewarded dojo points, at the point of learning within the classroom, for displaying any of the school values shared at the start of the session. As reading at home is a focus of school improvement, pupils will also be rewarded dojo points for reading at home.

Classdojo points may also be awarded to pupils beyond the limits of the classroom. Staff (including lunchtime organisers) can award a dojo point for pupils behaving in a manner that matches the school ethos. This is an effective way to praise pupils for bringing our school vision to life.

Classdojo points are collated on a weekly basis and the pupil with the most dojo points from each class is rewarded with a half termly non-uniform day. This is recorded on the class display.

GOOD TO BE GREEN BOOKMARK STICKERS & CERTIFICATES

The 'Good to be Green' card system is used consistently across school from Nursery to year 6 as an effective tool to manage pupil behaviour. It promotes positive behaviour as it recognises pupils who consistently behave in line with the school's vision and values.

All pupils start each school day on a green card. If the pupils remain on green card all week this shows that they have behaved with consistently high levels of respect and self-control as well as consistently displaying positive attitudes to their education and their peers.

As part of staying on green all week, pupils are rewarded with a bookmark sticker. These stickers are placed on bookmarks and as each one is completed the pupils are rewarded with bronze, silver and gold certificates which are presented in class worship. Any completed bookmarks must be sent to the office administration team who will complete the relevant certificate and return to class. The class teacher must ensure the pupil's name is recorded correctly on the bookmark along with the relevant certificate symbol B (bronze, S (silver) and G (gold).

Once pupils have achieved their gold certificate they are then rewarded with a 'Gold Celebration' which takes place in school towards the end of the academic year. Feedback from the pupils is taken into account when planning the celebration event.

GOLDEN CELEBRATION WEEKLY WORSHIP

At the end of each week, all pupils will attend 'Golden Celebration Worship' which is led by leaders of each phase in school. Staff will focus on the value explored through worship and the class teacher will award an identified pupil a golden ticket for showcasing that particular value through all aspects of school life. The pupil's name will be recorded on a class display as well as being displayed on the communal golden celebration display board.

At the end of each half term, the pupils who have received a golden ticket will be invited to a 'Golden Celebration Disco' in the school hall.

Each positive reward will be shared with parents/carers via email and through school newsletters.

EFFECTIVELY MANAGING BEHAVIOUR

GOOD TO BE GREEN BEHAVIOUR MANAGEMENT SYSTEM

The 'Good to be Green' behaviour management system is an effective tool used to track pupils across school who find it difficult to adhere to school rules. It also promotes positive behaviour within the classroom as it recognises pupils who consistently behave in an appropriate manner.

All pupils have three cards (green, yellow and red) which are displayed within each classroom. The cards relate to the consistent management of behaviour. Pupils may be asked to change their cards from green to yellow / red depending on the type of behaviour they are displaying.

At SS Simon and Jude CE Primary School behaviour is categorised with the understanding that this is used effectively to determine the level of support that a child may need. If we do not manage behaviour well, we will not be able to provide children with the quality of education they deserve. Behaviour is categorised under the following sections: child on child abuse; low level disruption; unacceptable behaviour; challenging behaviour.

CHILD ON CHILD ABUSE

Staff are aware of the harm caused by bullying and will use our anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;
- Sharing of Nudes and Semi Nudes (also known as youth produced imagery)

Child on child abuse will not be accepted or dismissed as 'children being children'.

What is Sexual violence and sexual harassment?

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: *A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.*

Assault by Penetration: *A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.*

Sexual Assault: *A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.*

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexually harmful behaviour and harassment can include:

- unwanted sexual comments and messages, including social media, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (we consider if this crosses a line into sexual violence – we will talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment.
- abuse in intimate personal relationships between peers
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- sexual exploitation; coercion and threats

LOW LEVEL DISRUPTION

It is crucial that all staff address low level disruption because it can have a detrimental impact on the life chances of many children, due to the link between this behaviour and the amount of lost learning time. It has also been found to impact on teacher retention. Low level disruption is defined as talking and chatting; disturbing other children; calling out; not getting on with work; fidgeting or fiddling with equipment; not having the correct equipment; purposely making noise to gain attention; answering back or questioning instructions; swinging on chairs.

UNACCEPTABLE BEHAVIOUR

This is defined as any child that fails to follow a reasonable instruction or to comply with disciplinary sanctions linked to the behaviour policy. (This type of behaviour cannot be categorised under child on child abuse) Examples of this could be refusing to complete learning activities when asked to do so; refusing to follow instructions linked to changing for PE; refusing to face consequences etc.

CHALLENGING BEHAVIOUR

This is defined as behaviour that threatens the safety of children and staff. (This type of behaviour cannot be categorised under peer-on-peer abuse). It is a form of extreme behaviour. Examples of this could be vandalism on school property; running away from school; throwing chairs; lifting up tables; throwing equipment deliberately at the teacher; deliberate physical / verbal abuse towards a teacher etc.

GOOD TO BE GREEN CONSEQUENCE SYSTEM

All pupils start on 'green' card and may be asked to change their card to yellow / red based on the behaviour they have displayed. All staff are expected to consistently follow the steps below:

1. Pupils are given one verbal warning and their inappropriate behaviour is commented upon.
2. If they persist with inappropriate behaviour they then move their card to yellow.
3. If this carries on they then move to a red card and must be sent to the Vice Principal at the end of the lesson. The pupil will then miss 5 minutes of the next available playtime / lunchtime by standing outside the Vice Principal's office. A member of staff should accompany the pupil to ensure the correct explanation is given.
4. Should a pupil receive three red cards in one week they will be taken to the school Principal who will inform parents.

<u>Should a pupil demonstrate challenging behaviour the pupil is given a straight red card and taken immediately to the Vice Principal and/or Principal.</u>

All red card incidents then need to be recorded on CPOMS (Child Online Management System) using the correct tab which defines the behaviour linked to the definitions in the previous section (child on child abuse; low level disruption; unacceptable behaviour; challenging behaviour) The STAR approach is used to record the incident in order for the behaviour to be analysed. The member of staff must also ensure the date and time of the incident is recorded correctly. All senior leaders (Principal, Vice Principal and Assistant Headteachers) and the Designated Safeguarding Lead should be alerted to all behaviour incidents. This is to ensure the DSL can determine whether child on child abuse warrants a child protection response.

Pupils within Upper School may also be asked to complete a 'Reflection Time' sheet with the Pupil Welfare Manager, which requires the child to think about the incident. The pupil will also reflect upon the core values and how these values could have been used to prevent the incident from occurring. Following a discussion, the pupil will also be asked to reflect upon an appropriate consequence. This is then agreed with teaching staff.

*During playtime/lunchtime a similar procedure is followed. The pupil will receive a verbal warning, followed by a second warning if the behaviour continues. Following this the pupil will be asked to have 5 minutes time out. This will then be reported to the lead lunchtime supervisor (Mrs Coleman) who will record any incidents on CPOMS, in particular child on child abuse. SLT will be alerted to any incidents beyond the classroom.

UNDERSTANDING BEHAVIOUR

All behaviour incidents should be recorded on CPOMS using the STAR approach.

Setting

This is the general contexts in which the behaviour occurs i.e. session 3 Maths, Tuesday playtime etc

Trigger

This details any particular signals which set off specific actions

Action

Challenging observable behaviours

Result

Consequences which immediately follow the behaviour

Examples of how to record incidents on CPOMS

S- Came to school really tired- Mum reported Fred had not slept well

T- Asked Fred to do 5 more questions in maths which Fred thought was too much

A- Refused to do anymore work and threw book on floor

R- Time out 5 minutes calm down. Discussed consequences- moved to red card. Finished questions in own time. Saw AHT for 5 mins at playtime.

S- Classroom- English

T- Sat next to friend on carpet

A- Constant low level chatting even after warnings

R- Red card. Moved away from friends on carpet. Saw AHT for 5 mins at playtime.

If a pupil receives three red cards in one week, the school uses the STAR analysis to determine appropriate support for the pupil. The Pupil Welfare Manager will conduct the STAR analysis asking the following questions:
- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be measured?

Having completed the analysis, the Pupil Welfare Manager will liaise with the class teacher / SENCo / Assistant Heads / Principal to determine the type and level of support needed for the pupil. This may involve a referral to outside agencies, mentoring through the Pupil Welfare Manager, positive reinforcement through the use of a behaviour chart, through the creation of a single page profile, close supervision at lunchtime, focused tasks etc. This information will be relayed to parents and recorded on CPOMS as an action. It is also crucial for the key professional, usually the class teacher, to share the agreed support plan with all members of staff that come into contact with the pupil to ensure there is a consistent approach.

Following on from the support given if the behaviour continues resulting in the pupil failing to follow the school's behaviour policy, the pupil may be at risk of an exclusion from school.

REASONABLE FORCE

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard pupils. The term reasonable force covers a range of actions used by staff that involve a degree of physical contact to control or restrain pupils.

The term 'reasonable force' means using no more force than is needed.

Members of staff have the power to use reasonable force to prevent pupils from endangering themselves or others, or damaging property.

Identified staff within school have received the Team Teach training which is then disseminated to all staff through Train The Trainer.

SEARCHING, SCREENING AND CONFISCATION

Pupils at SS Simon and Jude CE Primary School are provided with all the necessary equipment they need to take a full and active part in school life. Therefore, pupils are not required to bring in any additional equipment from home, this includes any prohibited items (any item that could have a negatively impact on the safety of all pupils and staff). This is shared with pupils, parents, and staff as part of our induction meeting. If there are any reasonable grounds to suggest that a pupil may have a prohibited item, the principal, and staff they authorise have a statutory power to search the pupil and their possessions in line with the searching, screening and confiscation DFE guidance. Parents will be kept informed throughout the process in order to maintain positive relationships.

PARTNERSHIP WITH PARENTS

SS Simon and Jude CE Primary School gives high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought

in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

OTHER RELATED POLICIES

- ❖ Relationships Education Policy
- ❖ Safeguarding and Child Protection Policy
- ❖ Equal Opportunities
- ❖ Special Educational Needs Policy
- ❖ Anti-bullying
- ❖ School Sexting Guidance

REVIEW

This policy will be reviewed bi-annually by the Principal, Pupil Welfare Manager and Teaching staff.   Any alterations that come from this review will be discussed and ratified by the Local Advisory Board.
Written by: Principal Sept 2022
Ratified by the Local Advisory Board:
To be reviewed: June 2023