

**James Dixon
Primary**



Positive Behaviour Policy

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Statement of intent

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

1. Key roles and responsibilities

1.2. The Local Board of Governors has overall responsibility for the implementation of this policy and the procedures of James Dixon Primary School.

1.3. The Local Board of Governors has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity, nationality, culture, religion, gender, disability or sexual orientation.

1.4. The Local Board of Governors has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

1.5. The Head of School will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

1.6. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

1.7. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

1.8. Parents and carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

1.9. Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

1.10. Pupils are responsible for their own behaviour both inside school and out in the wider community.

1.11. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

2. Training of staff

2.1. At the school, we recognise that early intervention can prevent unexpected behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

2.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

2.3. Teachers and support staff will receive regular and ongoing training as part of their development.

2.4. The use of Kagan Teaching Strategies will further cement the school's ideology of pupil led learning.

3. Zones of Regulation

We recognise the importance of promoting positive behaviour and emotional wellbeing to our pupils. We do this through implementing the Zones of Regulation curriculum. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The Zones of Regulation is based around the use of four colours to help children self-identify how they're feeling and categorise those feelings based on colour, which are clearly displayed in all classrooms.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Low state of alertness	Ideal state of alertness	Heightened state of alertness	Extremely heightened state of alertness
A person may be described as sad, tired, sick or bored.	A person may be described as calm, happy, focused, or content. The student feels a strong sense of internal control.	A person may be experiencing stress, frustration, anxiety, excitement, silliness. The student's energy is elevated yet he or she feels some sense of internal control.	A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation and feels a loss of control.

Restorative Approach

Restorative language is a calm, fair and respectful way of communicating which allows each person to express their thoughts and feelings. It helps maintain positive relationships within the school. If there has been conflict, it focuses on the harm that has been caused and ways to repair the harm and repair the relationship.

We have a team of Peer Mediators, who are trained children in Years 5 and 6 who support their peers to resolve conflict within the school playground using mediation.

Jigsaw

The Jigsaw scheme of work is used across the whole school to teach aspects of the Personal, Social and Health Education (PSHE) Curriculum. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Some of the units within the Jigsaw scheme are specifically designed to teach children the skills they need to socialise with others and become responsible citizens. All children have at least one dedicated lesson per week.

4. Pupil expectations

4.1. Pupils and parents and carers will be expected to follow our school's expected standards of conduct:

- ★ Conduct themselves around the premises in a safe, sensible and respectful manner.
- ★ Arrive for lessons and school on time and fully prepared.
- ★ Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- ★ Behave in a reasonable and polite manner towards all staff and pupils.
- ★ Follow classroom rules and procedures.
- ★ Show respect for the opinions and beliefs of others.
- ★ Complete classwork as requested.
- ★ Submit home learning at the time requested.
- ★ Report unacceptable behaviour.
- ★ Show respect for the school environment.

4.2. The school will ensure that pupils follow our our expected standards of conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assembly.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- Follow the school's system of raising hands to obtain quiet.

5. Rewarding expected behaviours

Expected behaviours

Expected behaviours give people around you comfortable thoughts about you. These behaviours affect others' thoughts, feelings and their emotions in a positive way and promote a positive learning environment.

The aim of the school's 'expected behaviours' is to ensure all children understand what is expected of them, throughout school life and to give them a visual reminder of what they can demonstrate the school's values.

Our school values expected behaviour as this will develop an ethos of kindness and cooperation. Our policy is designed to promote and acknowledge expected behaviour.

5.1. The school recognises that pupils should be rewarded for their display of expected behaviour.

5.2. The school will use the following rewards for displaying expected behaviour:

- Certificates
- Head of School/Deputy/ Assistant Head awards
- Verbal praise
- Prizes
- Stickers
- End of term whole-class rewards
- Achievement assembly each week
- Bouncy Castle Time for class with best attendance (summer term)
- Attendance Certificates
- Classroom Dojo points
- Contacting parents for consistent expected behaviour

In the Foundation Stage (Preschool and Reception classes), Key Stage 1 pupils follow a pre-warning system based on a rainbow which acts as a visual representation of good behaviour. A rainbow sticker is given at the end of the day to each child, if they are on the rainbow. In Reception, pupils earn stickers and when the target is reached a Special Award Certificate is presented. In Preschool good behaviour and achievements are celebrated appropriately at the time.

6. Unexpected behaviours

Unexpected behaviours give people uncomfortable thoughts about you. These behaviours affect others' thoughts, feelings and their emotions in a negative way and promote a negative learning environment.

Children showing unexpected behaviours are supported to re-regulate as quickly as possible and return to a state where they are able to demonstrate the expected behaviours again.

Every adult will have an orange card attached to their lanyard, so these are easily accessible.

6.1. Unacceptable behaviour will not be tolerated at the school.

6.2. Breaking any of the rules laid out in our expected standards of conduct will lead to sanctions and disciplinary action.

7. Sanctions

A positive and happy environment in which everyone is able to succeed can only be achieved if everyone involved is absolutely clear about what is expected of them.

- All pupils are fully aware of what is expected of them at all times and these expectations are consistently applied by all adults in the school community.
- Pupils who consistently behave appropriately and work well are acknowledged and praised.
- Early intervention is in place so that poor behaviour is not allowed to escalate.
- Pupils have opportunities to improve immediately.
- Pupils are treated fairly and know the consequences of poor behaviour.
- Pupils are expected to respect all members of the school community and not to make any unacceptable comments of a discriminatory nature.

7.1. All teachers and assistants will be expected to have spotted the signs of unexpected behaviour and intervened in a supportive manner, if the behaviour persists, the following sanctions will be used consistently by all adults throughout the school and are in 5 steps:

1. Think. Any form of mild disruption will result in an orange card being shown, followed by the word 'think'. The child is then given the opportunity to show expected behaviours. A Purple card is shown when this is done. A Warning can then be placed on The Warning Sheet (for monitoring purposes).
2. Stop. A child continuing to show unexpected behaviours will result in an orange card being shown, followed by the word 'stop' and a verbal reminder of expectations reiterated in a depersonalised way, such as 'At James Dixon, we try hard in everything we do'. At this point the child is expected to acknowledge the reminder and show expected behaviours. A purple card is shown when this is done.
3. Regulate. If a pupil continues to show unexpected behaviours, they will be asked to "Reflect and Regulate Time" in another class for 10 minutes and miss 10 minutes of playtime the next day called 'Reflection Time'. The time is used to reflect upon their unexpected behaviour and make up for the lost learning time the previous day.
4. If there is no improvement following "Reflect and Regulate Time" the pupil will then be sent to a senior member of staff. A phone call is

made and logged on Bromcom encouraging parents to discuss their behaviour.

5. “Reflect and Regulate Time” with the Head of School or Deputy Headteacher to discuss their behaviour. If a pupil is persistently displaying unexpected behaviour, parents will be contacted and asked to come and speak to the Headteacher or the Deputy Headteacher.

7.2. Discriminatory comments made against someone’s race, gender, religion, (see safeguarding policy) are recorded on incident forms. Parents are informed if their child has made a discriminatory comment.

7.3. Internal Exclusion is used for serious incidents e.g.

- Fighting/bullying
- Violence towards pupils/adults
- Abusive language
- Behaviour which puts others at risk
- Behaviour which brings the school into disrepute

Internal exclusions are used for serious incidents and are authorised by the Head of School or Deputy Head. Internal exclusions means a period of time in school but placed in a different class and appropriate work is allocated by the class teacher. Parents and carers will be informed.

If a pupil hurts another pupil, verbally or physically, the pupil should tell an adult immediately so the incident can be dealt with quickly. If a pupil retaliates instead of “telling” both pupils will receive sanctions. We hope parents will support this approach. Parents should not directly approach other pupils, or other parents, to try to resolve difficulties, but allow the school to deal with the situation.

7.4. Fixed Term Exclusion

(All exclusions are carried out in accordance with the “Exclusion from maintained schools, academies and pupil referral units in England” document published in 2017 and the subsequent updates published, 28th August 2020).

Serious breaches of the behaviour policy will result in a fixed term exclusion from school. These include:

- Violence towards pupils/adults
- Breaking a window
- Deliberately setting off the fire alarm when there is no fire
- Malicious damage

A record of fixed term exclusions is kept.

7.5. Permanent Exclusion

Only the Head of School has the power to exclude a pupil from school for misbehaviour. The Head of School may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently for persistent or serious misbehaviour. It is also possible for the Head of School to convert fixed-term exclusion into a permanent exclusion.

7.6. Playtime

Playtime incidents should be dealt with by the members of staff on duty. Staff members should communicate any incidents to the class teacher. Any behaviour which warrants a 'Time Out' will be carried out for 10 minutes at lunchtime. All incidents need to be logged on Bromcom.

7.7. Lunchtime

At lunchtime, supervision is carried out by a team of midday supervisors. They are expected to ensure that children behave appropriately. Unexpected behaviour should be dealt with by midday supervisors using a 'Time Out' system on the playground. Incidents should be recorded on the school's incident form and persistent or serious misbehaviour must be brought to the attention of the Head of School or Deputy Head.

8. Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCo will draw up a Safety Plan to support the pupil in partnership with the parents. If the problem continues, we will work together with outside agencies to seek solutions to support the pupil and form a Pastoral Support Plan (PSP). There are social skills groups, buddy systems and a school Counsellor. At lunch times the midday supervisors and 'Peer Mediators' talk to pupils about arguments and incidents and allow pupils to talk about their grievances. Incidents are recorded on an 'Incident' form and monitored by the Deputy Head.

To support pupils, staff may use the following strategies:

- Redirection to another activity
- Talk to the pupil about their problem
- Discussion in groups or whole class
- Individual need is considered on an individual basis
- Move the pupil from the group to work on his/her own
- Talk to parents
- Personal behaviour charts with clear targets

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs:

- Behaviour charts to enable celebration of expected behaviours
- Increased communication between home and school
- Timetabled Place2Be counselling sessions
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Adjusted curriculum provision
- An adapted timetable with an agreed timescale including movement breaks
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals consistently implemented
- Referral to outside agencies such as: Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS),

Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required (please see separate Positive Handling Policy).

Every effort is made to ensure that all staff at James Dixon Primary clearly:

- i) understand the Positive Handling Policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- ii) are provided with appropriate training to deal with these difficult situations should they occur.

The DfE Use of Reasonable Force Advice for headteachers, staff and governing bodies 2013 states that:

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.

- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term Exclusion.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

9. Support Systems for Staff

The school will support all adults working with pupils to ensure the pupils are achieving. It is school practice to discuss behavioural issues with the Headteacher and the Deputy Head in order for the staff feel supported and to ensure school is working together to provide a cohesive approach to

supporting individual needs. All staff have a copy of the Child Protection and Safeguarding policy in order that behaviour management is consistent throughout the school. Staff always encourage good behaviour through praise and rewards. We encourage intrinsic rewards. Cooperative learning signals are used to gain silence rather than a raised voice. Physical chastisement of a pupil in any way is unacceptable.

10. Support Systems for Parents and Carers

Parents and Carers are encouraged to visit the school to discuss any relevant issues. Appointments should be made to ensure availability of staff and to give parents/carers proper time to discuss their concerns. Parents/carers should not try to talk to staff at the beginning of the day with no appointment. Teachers are available at the end of the day. Parents will be involved at the earliest possible stage if behaviour problems are persistent or recurring. Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, staff and pupils
- Supporting school/home agreements
- Discussing school rules with their child and emphasising their support of them and assisting with their enforcement
- Attending Parents Evenings and developing informal contacts with the school
- Knowing that learning and teaching cannot take place without consistent positive behaviour management
- Remembering staff deal with behaviour problems patiently and positively
- Inform staff if their child is upset e.g. changes at home, bereavement
- Ensuring their child attends school every day
- Ensuring their child is punctual
- Ensure their child leaves sweets and chewing gum at home
- Ensures their child hands in their mobile phone into the office (if brought to school)
- Ensuring that jewellery is not worn at school
- Ensuring earrings worn are studs (For Health and Safety reasons)
- Ensuring school uniforms are worn
- Informing staff if their child is upset e.g. a bereavement

SCHOOL GOLDEN RULES

- ★ We will respect each person in our community
- ★ We will help each other to do our best

- ★ We will treat everything in school carefully
- ★ We will be honest
- ★ We will be kind

11. Mobile Phones

Mobile phones and, in particular, the new generation of smartphones, such as the iPhone, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter and blogging sites.

For many young people today the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smartphone has great potential to support a student's learning experiences.

Acceptable use statements

Pupils are allowed to bring mobile phones into James Dixon Primary school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be switched off once the pupil enters the school grounds.
- Upon entering the classroom, all phones must be given to a member of staff and placed within the classroom safe where they will be locked away until the end of the school day.
- At the end of the day, a member of staff will return each phone to its rightful owner.
- Mobile phones must remain switched off whilst the pupil is on the school grounds.

Unacceptable use

The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken.

- Photographing or filming staff or other pupils.

- Bullying, harassing or intimidating staff or pupils by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and pupils will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time

Sanctions

Pupils and parents/carers are notified that appropriate action will be taken against those who are in breach of the acceptable use guidelines following the schools behaviour policy. In addition

- Pupils and their parents should be very clear that the school is within its rights to confiscate the phone where the guidelines have been breached.
- If a phone is confiscated, school will make it clear for how long this will be and the procedure to be followed for its return.
- Pupils should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected
- If a pupil commits an act which causes serious harassment, alarm or distress to another pupil or member of staff the ultimate sanction may be permanent exclusion. The school will consider the impact on the victim of the act in deciding the sanction and parents will be involved.

Volunteers, Visitors, Governors and Contractors

All volunteers, visitors, governors and contractors are expected to follow our mobile phone guidelines as it relates to staff whilst on the premises. On arrival, such visitors will be informed of our expectations around the use of mobile phones. The school will advise visitors that mobile phones are not to be used in the setting. If a visitor, governor or contractor is seen using their mobile phone, they will be asked to use it away from the children.

Parents and Carers

While we would prefer parents not to use their mobile phones while at school, we

recognise that this would be impossible to regulate and that many parents see their phones as an essential means of communication at all times.

We therefore ask that parents' usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment. We also allow parents to photograph or video school events such as shows or sports day using their mobile phones – but insist that parents/carers do not publish images (e.g. on social networking sites) that include any children who do not have prior consent given by their parents/carers.

12. Monitoring and Review

Behaviour management will be under constant review.

This policy should be read in conjunction with:

- The Anti-Bullying Policy
- Equality Objectives
- Restraint Policy
- Child Protection & Safeguarding Policy
- Special Educational Needs Policy

Appendix 1

1. Definitions

1.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or

irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

1.2. For the purpose of this policy, the school defines “*low level unacceptable behaviour*” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class, talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving **at** school without having completed home learning.