

Positive Behaviour Policy

January 2020

Review: January 2022

Our Policy

Our behaviour policy is based on an expectation that every child deserves the best possible start in life and the support that enables them to fulfil their potential of pro-social (positive) behaviour and relationships within a secure, caring and inclusive environment. We will emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our school community.

Here at Mayfield Primary School we strive to foster a positive atmosphere based on a sense of community and shared values where all stakeholders communicate effectively, listening to each other so that children have the opportunity to develop socially, learn and enjoy community life. We will achieve this by sharing clear expectations and having a consistent approach including the promotion of our Core Values, the teaching of social skills and strategies including PSHE (Personal, Social, Health, Education), the use of the Steps (therapeutic approach to behaviour development promoted by Cambridgeshire County) and ensuring consistency.

Rights and responsibilities

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • to be supported by peers and line managers • to be listened to • to share opinions • to be treated courteously by all others in the school community • to be made fully aware of the school's systems/policies/expectations • to receive appropriate training to increase skills in promoting pro-social behaviour 	<ul style="list-style-type: none"> • to ask for support when needed • to offer support to colleagues and managers • to listen to others • to give opinions in a constructive manner • to model courteous behaviour • to recognise and acknowledge pro-social behaviour in others • to seek information and use appropriate lines of communication • to follow school protocols consistently • to support others in developing their skills in promoting pro-social behaviour • to acknowledge areas of own skills which could be developed • to try new approaches • to actively use and develop the school's Core Values • reward pro-social behaviour with a compliment or gratitude
Children	
Rights	Responsibilities
<ul style="list-style-type: none"> • to be treated with respect • to be safe 	<ul style="list-style-type: none"> • to behave respectfully • to behave safely and responsibly

<ul style="list-style-type: none"> • to learn • to make mistakes • to be listened and heard 	<ul style="list-style-type: none"> • to attend school • to be willing to learn • to actively use and develop the school's Core Values • to allow others to learn • to be honest, including owning up to mistakes • to allow others to make mistakes • to give opinions in a constructive manner • to listen to others
Parents/carers	
Rights	Responsibilities
<ul style="list-style-type: none"> • to be treated with respect • to be kept informed about their child's progress • to be listened to • to have access to information on the school's approach to behaviour and attendance • to have concerns taken seriously • to have opportunities to share their views 	<ul style="list-style-type: none"> • to behave respectfully • to work in partnership with the school staff at Mayfield Primary School • to make sure their child attends school, ready for learning • to talk to their child about what he/she does in school • to talk to teachers if they have any concerns about their child's learning or wellbeing • to listen to others • to read information shared and follow school protocols • to share concerns constructively • to actively use and develop the school's Core Values

Promoting Pro-social behaviour

Individual child level

- All children are seen as individuals whose strengths and differences are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to pro-social and improved behaviour
- Where a child experiences difficulties in developing or sustaining pro-social behaviours we follow the guidelines as set out in the Steps procedures

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Planning and teaching routinely incorporates activities designed to promote children's social skills and development of emotional wellbeing

- Appropriate behaviours are taught, modelled and reinforced on a regular basis
- Children are taught the language of collaboration and cooperation, choice and consequences through the Core Values
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom, striving for equity
- There are clear classroom routines to reduce uncertainty and promote an appropriate climate for learning
- There are Classroom Agreements, devised through our Core Values and discussion with children (see appendix)
- These Classroom Agreements are displayed in a way which can be understood by all children
- Pro-social behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with anti-social behaviour following Steps procedures

Whole-school level

- All staff understand and demonstrate the school's behaviour expectations in line with our Core Values and Steps
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- Whole school/Team and class assemblies, as well as PSHE sessions are used to develop children's social, emotional wellbeing and behavioural skills
- Pro-social behaviour in corridors, playgrounds, library and the school halls is celebrated
- 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 to the development of systems underpinning pro-social behaviour
- Children are supported to using a restorative approach.

Steps information and Procedures

STEPS promotes pro-social behaviour and the management of difficult or dangerous behaviour (anti-social behaviour), with an understanding of what behaviour might be communicating. STEPS strategies used in school focus on de-escalation and preventative measures rather than focusing on reactive strategies.

Pro-social Behaviours:	Anti-social behaviours:
<p>Using all of the <u>Mayfield Core Values</u>:</p> <ul style="list-style-type: none"> • Respect • Resilience • Empathy and Kindness • Aspiration • Creativity • Independence <p>But also:</p> <ul style="list-style-type: none"> • Self-regulation • Readiness for learning • Reflectiveness • Resourcefulness • Responsibility • Attentiveness • A sense of right and wrong • Working co-operatively • Honesty and trustworthiness • Fairness • Politeness and good manners • Care for personal and others' property • Following instructions for your safely 	<p><u>Not using the Mayfield Core Values.</u></p> <p>But also:</p> <ul style="list-style-type: none"> • Racial harassment • Violence and aggression • Threatening behaviour including bullying • Dishonesty • Deliberate disobedience • Discrimination • Using unacceptable language • Deliberately damaging property • Disrupting teaching and learning • Taking things that do not belong to us • Not following whole school agreed expectations

Promotion of Pro-social Behaviours includes:

All celebration, in whichever form is deemed appropriate, should be a reward for effort and achievement not used to 'bribe' a child into doing or achieving.

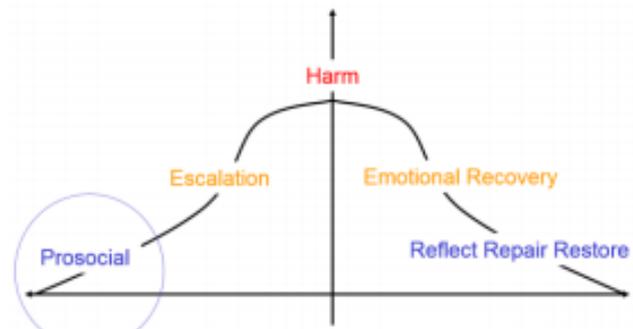
Celebrating Pro-social Behaviour
<p>This can be celebrated in a variety of ways including:</p> <ul style="list-style-type: none"> • class marbles • House Points • Green Class Chart points/ • Core value certificate

- Headteachers certificate.

Management of anti-social behaviour

The following STEPs systems are used to manage anti-social behaviour:

1. De-escalation
2. Management of risk or harm
3. Reflect, repair and restore



1. De-escalation Strategies – these support children to manage their emotions and remove 'the heat' from the situation creating space and time.

- a. Use of the pupil's name
- b. A reminder of the expectations for learners including pro-social behaviours and the core values
- c. Acknowledgement of their feelings
- d. Explain you are there to help
- e. Offer an opportunity to 'step away' from the situation and manage their emotions through a different scenario

2. Management of Risk or harm

- a. Remove the child from the situation using STEPs intervention strategies
- b. Remove the other children from the area if necessary

3. Reflect, repair and restore

- a. A reminder of the expectations for learners including pro-social behaviours and the core values
- b. Use of protective consequences e.g. limiting use of social spaces
- c. Use of educational consequences e.g. alternative educational tasks or activities

d. Individuals will be supported through restorative steps through an approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment e.g. social stories, apologies, making amends

Parental involvement

In cases of severe or persistent anti-social behaviour, parents will be informed and an action plan will be created using STEPs systems.

Fixed-term and permanent exclusions

Only the Headteachers have the power to exclude a pupil from school. Any decision to exclude must be made in line with the principles explained in the DfE guidance and Education Act.

The Headteachers may exclude a pupil for one or more fixed periods, for up to 45 days in a single academic year. The Headteachers may also exclude a pupil permanently. It is also possible for the Headteachers to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteachers exclude a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteachers make 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 Headteachers inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteachers.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. 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 LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling. If the governing body's discipline committee uphold a permanent exclusion decision, then a parent can request the LA to arrange an independent review panel to be held within 15 school days of the request.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of

incidents of anti-social behaviour. When necessary the class teacher records repeated classroom incidents. The head teacher records serious incidents reported to him/her on account of anti-social behaviour. All staff always report incidents of antisocial behaviour. The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body and staff review this policy every 2 years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.