



**Outwoods Edge
Primary School**

Every Child. Every Day. Every Future.

Positive Behaviour Policy

Signed by:


_____ Headteacher

Date: 13.09.2021


_____ Governor

Date: 13.09.2021

Date of next review: September 2023

Positive Behaviour Policy

At Outwoods Edge, the philosophy of our Positive Behaviour Policy is embodied in our strapline, which is central to the ethos of our school.

'Every Child, Every Day, Every Future'

At Outwoods Edge, we are working together in pursuit of excellence. We want all children to enjoy school, be happy and maximise their potential. Staff and children work together to create an environment promoting positive behaviour choices and preventing poor behaviour choices. We take the model of the behaviour strawberry from wellbeing education in that we want to move behaviour choices from 'anti-social' to 'social' to 'learning behaviour' to 'behaviour for life'.

The aims of this policy are:

- To create a positive and motivating environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To establish consistency of response to both positive and challenging behaviours
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent and fair approach by the whole school community.
- Appreciating and following the agreed school rules.
- Promoting and demonstrating school values.
- Having a growth mindset approach in school.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Encouraging everyone to take pride in the school environment.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example the School Council members.
- A reward system that is applied consistently and fairly.

Standards of Behaviour

The school expects that children will follow the Code of Conduct and our School rules. The school has a central role in the children's social, emotional and moral development just as it does their academic development. At school, we work towards standards of behaviour based on our values of honesty, respect, kindness, empathy and responsibility. It follows that acceptable standards of behaviour are those that reflect these values.

In addition, children respond well to clear and consistent boundaries as they provide a sense of safety. Staff need these guidelines to refer to when supporting children or when teaching aspects of PSHE, Citizenship or fostering a sense of community. Parents also need to be informed of the school's guidelines to enable them to teach their children in partnership with the school.

At Outwoods Edge we operate a positive behaviour policy which includes:-

1. A code of conduct
2. A set of school rules and values.
3. A range of agreed rewards for positive behaviour.
4. A set of graded sanctions for challenging behaviour.
5. An acknowledgement for the need for physical intervention as a last resort.
6. The role of the Wellbeing Team.
7. Links with the SEN policy
8. Monitoring and evaluation of the policy

1. Code of conduct

Children

For a safe and happy school, we are expected to;

<ul style="list-style-type: none">• Arrive at school on time• Wear the correct school uniform• Show respect to everyone in school• Be truthful, well-mannered and kind• Take pride in our school building	<ul style="list-style-type: none">• Walk sensibly and quietly around school• Keep our school litter free• Set a good example to others• Exercise self-control• Look after our books and resources
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The Code of Conduct is referred to verbally around school, in an age-appropriate way. The School Council has been consulted when drawing up this Code.

Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour both in their dealings with the children and with each other, as their example has an important influence on the children. All staff will:

- Teach the children, starting with being a role model, to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Teach the children, starting with being a role model, to adhere to the school behaviour policy.
- Encourage a positive, growth mindset towards each child's education and our school.
- Report sensitively and accurately to Parents/Carers when a child doesn't follow the behaviour policy.
- Regularly meet with Parents/Carers and communicate positively and respectfully with Parents/Carers to support the children.
- Be open to new ideas from Parents/Carers/staff to support the children
- Teach the children how to behave safely and helpfully at school and when in the community.

Parents/Carers

Parents and Carers have a crucial role in promoting positive behaviour in school and so effective home/school liaison is crucial. The school expects that if parents are kept informed, they will give their full support in dealing with their child's 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. We expect parents and carers to:

- Encourage their child to appreciate the diversity within our school.
- Support the school by encouraging their child to follow the school behaviour policy.
- Work positively with the school when their child chooses incorrect behaviour choices.
- Make sure their child arrives at school by 8:50, prepared to start their lessons.
- Make sure their child wears proper school uniform.
- Support their child by making sure that homework is completed on time.
- Attend meetings with their child's teacher and other staff and communicate in a positive manner and respectfully with staff to support their child in school.
- Encourage a positive, growth mindset towards their child's education and our school.
- Teach their child how to behave safely and positively when "playing out" in the community.

2. School Rules and Values

The school rules have been introduced to all children and are constantly reinforced. Copies of the school rules are displayed in areas throughout the school. The school rules are discussed by each class at the beginning of every term, in assemblies at the beginning of the year and are referred to whenever required. They are as follows:

1. We follow instructions by any school adult straight away.

2. We keep our hands, feet, objects and unkind words to ourselves.
3. We are kind and friendly and call people by their chosen name.
4. We always walk quietly in school, making sure we have permission to be where we are.
5. We look after everything and everyone in and around our school.
6. We work and play in a way that doesn't disturb others.

At the start of an academic year, each class will discuss/create an agreed set of positive rules for each area within school that are age and stage appropriate. These may be on display in each classroom and revisited and revised as issues arise.

3. School Rewards

All staff at Outwoods Edge are dedicated to assertive discipline's major principle: that of promoting good behaviour through a range of rewards. These include:

- a. **Descriptive Praise** - Frequently describing the positive behaviour observed. "You are sitting really nicely, well done". Where possible, staff make reference to school rules/values when using descriptive praise.
- b. **House Points** – Pupils are rewarded using an electronic visual and auditory system called Class Dojo. House Points can be awarded to individual children, groups or whole class. House Points are collected by House Captains and totalled for our celebration assembly each week.
- c. **Stickers/Comments in books** – Children are given a sticker, either into their book or on their jumper as a reward for their excellent learning/behaviour. There may also be a positive written comment in their books.
- d. **Informing other staff** - Sharing the good news of excellent behaviour with fellow class teachers, support staff, dining supervisors and the Headteacher is commonplace at Outwoods Edge. A child may be sent to show someone their work. Other members of staff may then give verbal praise/a sticker to the child.
- e. **Informing parents** - Staff are committed to taking time to let parents know of their child's good behaviour. This usually takes the form of an after school chat, but a phone call, weduc message, or written note may also be appropriate.
- f. **Pupil of the Week** - A weekly Friday whole school assembly celebrates the children's achievements. A badge is awarded to the 'Pupil of the Week' in each class for excellent learning or behaviour, which they then attach to their jumper/house team lanyard.

House Point System

All members of our school are in a house team. This includes staff. These teams are Bradgate, Beacon, Soar and Swithland. Children earn points for their teams through the class dojo system, which automatically rewards their house team if they receive a personal reward. Each Friday assembly, the children and staff wear their lanyards and the team points are totalled for that week, displayed and celebrated. A running total is visible in the school hall. The house flag for the winning team is raised to end each week.

Lunchtime Rewards

During lunchtimes, the children receive House Points for positive behaviour choices/well-mannered eating/great sportsmanship. The children add these to their totals upon returning to class.

Attendance Awards

Each week, an attendance trophy is given to the class with the highest attendance.

4. Agreed sanctions for challenging behaviour – Good to be Green system



Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a number of sanctions to enforce our school values and rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.


Staff will always deliver sanctions calmly and with patience and care. It is in nobody's interest to confront poor behaviour with anger. They will make it clear that it is the behaviour being punished and not the child. Consequences for behaviour will be logical and proportional to the behaviour choice made, the first step being to stop the poor behaviour and the second to remind the child of their behaviour choice and teach an alternative behaviour.

It is important to remember that before restorative or problem solving conversations take place, all persons involved need to take time to calm down. Calming down techniques and restorative conversations will be taught as key skills within JIGSAW PSHE lessons and promoted alongside our school Growth Mindset approach.

We recognise that all behaviour is communication and staff will support children with communicating in an effective way which promotes positive change. All children will feel that every day is a fresh start, although persistent and serious misbehaviour will be recorded, reviewed and addressed as needed.

If the school rules are not adhered to, the following graded sanctions following the good to be green behaviour system are applied in a calm, consistent way:

All children begin on a green card each day.	
<p>Low level disruption – dealt with calmly and positively, encouraging positive and correct behaviour from pupils, whilst still being able to teach as a whole class. It is at the point that this disrupts learning that it moves to a warning. There should be a significant difference between casual behaviour reminders and a warning.</p> <p>The words “This is your first verbal warning” need to be said.</p>	
1	<p>Verbal warning Reinforced positive expectations about future behaviour.</p>
2	<div style="display: flex; align-items: center;">  <div> <p style="text-align: center;">'Stop and Think' card is issued.</p> <p>Child is verbally reminded about the choice they have made and reinforced with positive expectations about future behaviour.</p> <p><i>Explain to the child that if they continue with their current behaviour choice, their card will turn to a warning and they will be expected to move to the timeout table/area for 5 minutes within the classroom to reflect on their choices.</i></p> </div> </div>
3	Verbal reminder (for low level disruption)
4	<p>Verbal warning Reinforced positive expectations about future behaviour.</p>
5	<div style="display: flex; align-items: center;">  <div> <p style="text-align: center;">Yellow Warning card is issued.</p> <p>Child is expected to move to the timeout table/area for 5 minutes within the classroom to reflect on their choices.</p> <p>Child is verbally reminded about the choice they have made and reinforced with positive expectations about future behaviour.</p> <p><i>A discussion should be had following this time with a classroom adult about the positive behaviour choices that could be made. Explain to the child that if they continue with their current behaviour choice, their card will turn to a consequence card and they will be expected to leave the classroom for 10 minutes to reflect on their choices in the removal base.</i></p> <p style="text-align: center;">Parents informed at teacher's discretion (if this becomes a regular occurrence)</p> </div> </div>

6	Verbal reminder (for low level disruption)
7	Verbal warning Reinforced positive expectations about future behaviour.
8	 <p style="text-align: center;">Red Consequence card issued</p> <p>Child is escorted from the classroom to 'removal base'. They take with them a Key Stage specific reflection form which they are expected to complete within the ten minutes they are there.</p> <p>A discussion should be had with a classroom adult about future positive behaviour choices and a Key Stage specific reflection form should be completed. After 10 minutes, the child should then be escorted back to their classroom environment and greeted warmly by their classroom teacher/adult who should be ready and on the look out for praise opportunities.</p> <p style="text-align: center;">CPOMS updated Parents informed at the end of the day</p>
9	<p>If poor behaviour choices continue before the end of that session, a member of SLT should be called for a second timeout for ten minutes.</p> <p>Where poor behaviour choices continue, a child may be asked to spend the remainder of the day in another room to complete their work.</p>

Warnings will be issued using a similar format to the one below and should be carried out through a 30 second intervention.

"This is your first warning. You have chosen to distract others while they are learning. Is there anything I can help you with? Please focus on what you've been asked to do."

30 second intervention:

- * Gentle approach, personal, non-threatening, eye-level or lower.
- * State behaviour that was observed clearly and which rule was broken.
- * Clearly state the consequences for continued poor behaviour choices
- * Refer to previous examples of when the child has made positive behaviour choices
- * Walk away from the child, allowing them time to decide what they are going to do next.

NB

'Stop and Think' cards can be returned to green at teacher's discretion, based on positive behaviour choices.

Yellow warning cards can be returned to green at Teacher's discretion, based on positive behaviour choices.

Once a **Red consequence card** is issued, the child cannot turn their card back to green. It is vital that a conversation about positive behaviours to expect happens at this point to limit further poor behaviour choices. The child should be reminded that further violations of the behaviour policy could lead to SLT being called.

If a child's behaviour escalates quickly through this scheme, is physical/racist, class teachers are to use their red triangles to gain immediate support from a member of the SLT.

Removal Bases

EYFS and Year 1, Class Spruce > Mrs Wilkins in Class Ash

Year 2, Classes Ash, Birch and Hazel > Mrs Williams in Class Spruce

Years 5 and 6, Class Larch > Miss Lawes in Class Hazel

Break time Sanctions

- a. **Reminder** - Reminder issued, in the same way as detailed above.
- b. **Warning** – Warning issued, in the same way as detailed above.
- c. **Timeout** - Second warning results in time out for five minutes with the adult who is dealing with the behaviour. This may be used to allow children to calm down or as a sanction for unacceptable behaviour.
- d. **Removal from break time**- If, following time out, the child still displays poor behaviour choices, they will be sent in and the class teacher will be informed of unacceptable behaviour in the playground. Staff members on duty will record brief details in the Quiet Room book and the child will go to reflection at lunchtime in the library. The incident will be recorded on **CPOMS** by the Quiet Room adult.
- e. **Parents/Carers may be informed** - Continued unacceptable behaviour will be reported to parents by the child's teacher and involvement of the SLT if required. Behaviour will be reviewed during this time and support put into place as necessary.

Lunchtime Sanctions

- a. **Reminder** - Reminder issued, in the same way as detailed above.
- b. **Warning** – Warning issued, in the same way as detailed above.
- c. **Timeout** - Second warning results in time out for five minutes with the adult who is dealing with the behaviour. This may be used to allow children to calm down or as a sanction for unacceptable behaviour.
- d. **Removal from lunchtime** – If a child's behaviour is repeatedly unacceptable following timeout or if a child is racist/violent/disrespectful towards a member of staff, they will be sent into the teacher on duty in the Quiet Room. At this point, **CPOMS** will be updated by the teacher on duty. It is at their discretion as to whether the child remains inside for the rest of lunch time/spends a set period of time indoors to reflect on their behaviour choices. The duty teacher may refer to the class teacher to gain a picture of any past incidents.
- e. **Parents/Carers may be informed** - If unacceptable behaviour continues to occur, parents will be informed that the child is persistently misbehaving and, following discussion with the class teacher and head teacher, alternative arrangements may be made to support lunchtime behaviour.

NB: If an incident occurs towards the end/as lunchtime finishes, it is at the teacher's discretion as to whether this is dealt with following the classroom sanctions or if they are sent to a member of the SLT. This depends upon the severity of the incident.

NB: If child is violent, racist, or behaves inappropriately towards a member of staff, the above steps will be skipped and they are sent directly to the Deputy Head teacher/Head teacher.

If a child swears or uses inappropriate/purposeful sexualised language at any point during the school day, they are sent to a member of the SLT to receive a 'swear letter' which is sent home the same day alongside a weduc message to inform parent. This will be recorded on CPOMS.

5. Serious Misbehaviour

There may be occasions when the severity of the offence means that the Good to be Green system requires further steps.

If a child receives more than 2 consequence cards in one 5 day period, they will be placed on report to further support their behaviour choices in manageable steps.

Following the decision to put a child on report, a report card letter will be sent home to parents before the report begins, following a face to face/telephone conversation with the class teacher.

Stage 1: White report. This will be a **daily check in with the Deputy Headteacher**, based upon their set targets and reviewed at the end of the week with the class teacher and DH. If, on this report card, consequence cards are still being issued, they move to stage 2. If, after the week,

there is a significant improvement in the child's behaviour choices, they will return to the good to be green card system. This child should have been highlighted to the Wellbeing Team, who may be able to support them in a different capacity and find the root of their behaviour choices.

Stage 3: Yellow report – As above but with **DH and Parent/Carer**. This is reviewed after a week. If, on this report card, consequence cards are still being issued, they move to stage 3. If, after a week, there is a significant improvement in the child's behaviour choices, they will return to the white report.

Stage 3: Red report – As above but with **Headteacher and Parent/Carer**. This is reviewed after a week. After a week, if there is a significant improvement in the child's behaviour choices, they will return to the yellow report. If, on this report card, consequence cards are still being issued, Miss Kitson and all parties involved will make a decision upon additional support that child may need.

NB: Some children will need to be supported more heavily than others through the report system. E.g. it may be appropriate to review behaviour after each session/part of the day/whole day. Report cards can be edited as required for the specific child.

Stage 4: Behaviour Support Plan (BSP) - A behaviour support plan is written in liaison with the Headteacher, all staff working with the child, the child, parents and carers and the Wellbeing Team. The aim of a Behaviour Support Plan is to support that child, using firm and consistent behaviour management techniques, to enable them to access their learning and work within the school system once more. It is also designed to enable the children to become a successful member of our community, following rules and displaying values. Involvement of other outside agencies may well be appropriate at this point, and can be arranged in conjunction with the SENCo/Wellbeing Team. Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Peer on Peer Abuse, including Sexual Harassment (written in conjunction with advice in KCSIE – see Safeguarding Policy)

At Outwoods Edge, we have a zero-tolerance approach to Peer on Peer Abuse, including Sexual Harassment. We will teach pupils about healthy and respectful relationships and behaviour through our RSE curriculum and Jigsaw lessons including:

- Body confidence and self-esteem
- What respectful behaviour looks like
- Consent
- Healthy relationships

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

Our response to incidents of peer-on-peer abuse, including sexual harassment, will be proportionate, considered, supportive and decided on a case-by-case basis. We will support and listen to all pupils involved. The alleged perpetrator(s) will be offered support, so that they can change their behaviour. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. Advice about safeguarding and supporting the alleged perpetrators is also set out in departmental advice: *Sexual violence and sexual harassment between children at schools and colleges*.

Different sanctions will be appropriate depending on the severity of incidents of sexual harassment and sexist comments. When deciding an appropriate consequence, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Appropriate sanctions might include:

- A verbal warning
- Facilitating an apology from alleged perpetrator to peer
- A letter or phone call to parents
- Time out of class
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

Exclusions

We do not wish to exclude any child from school, but in extreme circumstances, this may be necessary. If all above strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school. The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it. The school also reserves the right to temporarily or permanently exclude a pupil if a situation is deemed serious enough to warrant it.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy

Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Our graded exclusions are as follows:

- a. **Internal Exclusion** - Parents/carers will be informed if an internal exclusion is due to take place. During an internal exclusion, a pupil is excluded from the rest of the school and must work away from their class for a fixed period of time. During this time, the child is supervised, provided with learning and supported to complete a reflection of their behaviour. An internal exclusion is put into place if a behaviour support plan is ineffective/there is a significant incident involving aggression/disrespect/racism towards others.

- b. Temporary/Fixed Term Exclusion** - A temporary / fixed term exclusion is when a child is excluded from school and must remain at home for a fixed period of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.
- c. Permanent exclusion** - A permanent exclusion is when a child is permanently excluded from school and is not allowed to return. This is a very serious decision and the Headteacher may consult with Senior Leaders, SENCo and Wellbeing Team in such a case. In the rare circumstance where permanent exclusion is seen as the only option, the Chair of the Governing Body would become involved as soon as possible.

6. Use of force or physical restraint of pupils

Teachers will not use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain or humiliation. The Headteacher, teachers or other people authorised by the Headteacher to be in lawful charge of pupils may use force, as is reasonable, to prevent a pupil from doing any of the following outlined below.

1. Staff may only physically intervene to prevent a pupil:
 - Committing an act which would be a criminal offence of a legal age;
 - Injuring themselves or others;
 - Causing damage to property (including the pupil's own property);
 - Compromising good order or discipline.
2. Physical intervention should only be used as a last resort:
 - Other strategies should be used first
 - The pupil misbehaving should be told to stop and told what will happen if they do not
 - Any use of physical intervention should be the minimum necessary to achieve the desired result, applied for the shortest possible period of time
 - Staff should continue to communicate with the pupil throughout the incident
 - Staff should make it clear that physical intervention will stop as soon as it ceases to be necessary
 - A calm and measured approach should be used in all situations
3. All physical interventions should be:
 - Recognised in a Pupil's Behaviour Support Support Plan, if possible
 - Recorded on a CPOMs and given to the Head Teacher
 - Reported to parents
 - Risk assessed, if foreseeable in the future

7. The role of the Wellbeing Team

The Wellbeing Team is employed by the school to support children who, for a variety of reasons, find the school environment challenging. Through discussion with adults working with the child, parents/carers, outside agencies and the Senior Leadership Team, it is agreed those children who need to be supported and the Wellbeing Team reports progress to the class teachers and the Senior Management Team. The approach of the Wellbeing Team is tailor made, being both proactive to support behaviour for learning/a positive mind-set and reactive to situations which occur. The Wellbeing Team is also a crucial link between school and outside agencies in supporting the child/family further as needed.

8. Links with SEN

1. The school's approach to pupils with social, emotional and mental health (SEMH) needs is an extension of our whole school behaviour policy for all pupils.
2. SEMH and physical or sensory impairments are also noted and monitored by the class teacher.
3. In the case of a child with SEMH, CPOMS entries will highlight occasions when the child exhibits specific difficulties. Teaching and non-teaching staff will be involved in an attempt to establish patterns of behaviour and identify incidents which trigger the difficulty. At the same time, incidents may initially be dealt with under the system/s identified within this policy, until a pattern of difficulty is established. At this stage, expert advice will be sought as necessary, with the parent's consent, from outside agencies.