

# POSITIVE BEHAVIOUR THROUGH VALUES POLICY



SEPTEMBER 2019

---

## Rationale and aims

As a Values based school our chosen values are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community and why it is important to display these Values in all that we do and say. The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

We believe that by sharing our high expectations for behaviour with parents there will be a consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

## Why a whole school policy?

Children and adults in and around our school will present a caring attitude towards others. Children will respect the rules of classroom and playground and will encourage others to obey these rules. Children will value the physical environment of our school and the resources within it. Staff and children will work together to present a positive image of our school in the wider community. Parents will be partners in the encouragement of good behaviour and will support the management of positive behavioural strategies. In short, the common goal is collaborative working.

## What do we mean by positive behaviour?

- Having mutual respect and consideration for all members of the school community, offering friendship, sharing, tolerances of differences in appearance, race, ability, religion and gender.
- Co-operating with others.
- Self-discipline, which involves setting, with guidance, high personal goals/standards of work and behaviour.
- Showing awareness of right and wrong and an ability to use self-control when necessary.

Our children discuss expected behaviour in school at the beginning of each academic year and rules displayed in each classroom. We use a '3 Golden rules for success' approach.

### 1) Be ready

### 2) Be Respectful

### 3) Stay safe

## How do we encourage positive behaviour?

Firstly, all behaviour, both positive and negative is addressed through the values language used in school and linked to the above mentioned 'Golden Rules'. All members of the school community (including parents and carers) actively promote school values through using the whole school reward system linked to Values Education (see Values Education Policy) and values assemblies. Encouraging positive behaviour both in and outside of the school setting. In class, reward systems are in place in each classroom, lead and managed by the class teachers.

These are shared with all staff that work in individual classroom and at lunchtime with the children. Use is encouraged by all.

Across the whole school we apply a house points system. All children are allocated a house group when they join Langford Village Academy and earn points through positive behaviour choices and for effort and attainment. Each house has captains and vice captains from year 4 that motivate and encourage their house teams. We have a Values tree and award certificates for children who show our values. Leaves are put on the tree with children's names on in our Assembly each week.

### **Responding to negative choices**

We ensure all staff and children can work in a happy and supportive environment. Behaviour is monitored in all areas of the school at all times, by all staff members. Minor behaviour breaches are generally dealt with by the class teacher or another member of staff in a caring, supportive and fair manner, with some flexibility regarding the age and Special Educational Needs of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that inappropriate behaviour/choices will lead to sanctions. At all times, all staff should encourage good behaviour through praise and recognition of positive choices. Children are given the opportunity to reflect on an incident or their behaviour and to discuss how they could have made different choices that would have resulted in a more positive outcome. A chain of sanctions is listed in Appendix A and Appendix B. All staff are encouraged to share issues with behaviour with each other; we nurture a culture of support and advice amongst staff at Langford Village Academy.

### **Major breaches of behaviour**

Major breaches of behaviour include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. All of these incidents will be recorded in the school's behaviour log. This type of behaviour is generally rare and it is the responsibility of the Principal and Senior Teacher to decide on the appropriate consequence. In all cases, the individual circumstances of the child and the event will be taken into account. A record of serious incidents will be kept in school.

Consequences of a major breach of discipline may include:

1. A verbal warning by the Principal or the Senior Teacher
2. Withdrawal from the classroom
3. A meeting with parents
4. Meetings involving parents and support agencies where necessary
5. Internal exclusion
6. Temporary exclusion
7. Permanent exclusion, only used in extreme cases or after all other courses of action have failed;

The school follows the Central Bedfordshire guidelines for fixed and permanent exclusions of pupils.

### **Team Teach**

At Langford Village Academy we have staff who are trained in holding children. The hold system is known more specifically as Team Teach. In order to keep an individual child safe from harm or other children safe from being harmed we may hold a child. This would only be the case when a child was in a state of crisis or going to cause harm to another. For more information, please visit <http://www.teamteach.co.uk/> Handling children is a very last resort, however their safety is of upmost importance so where necessary staff will hold children. (The power to use reasonable force is found in government guidance Behaviour & Discipline in Schools 2016 p38-41.)

### **Bullying**

All children have the right to be safe and secure at school regardless of race, gender, religion or disability. They have a right to expect not to be bullied. Please refer to our separate Anti-Bullying Policy.

### Monitoring the policy

- To help identify the effectiveness of the policy:
- Pupil questionnaire
- Parent/carer questionnaire
- Feedback from school council
- Annual review of Positive Behaviour Through Values Policy by staff
- Feedback from governor visits

### Evaluation

As an indicator of the success of this policy, we hope to achieve the following: -

CHILDREN ARE READY TO LEARN.

CHILDREN ARE RESPECTFUL OF OTHERS AND THEIR ENVIRONMENT.

CHILDREN MAKE SAFE CHOICES.

The above three simple rules will result in an all-inclusive, positive school setting that our pupils can thrive in.

### APPENDIX A

Sanctions during class and indoor based tasks

Step 1 - Tactical ignoring, deflecting inappropriate behaviour by drawing attention to appropriate behaviour. (Emphasise Code of Conduct)

Step 2 - Simple direction, reminder, explanation of positive behaviour desired, quiet word or reprimand, e.g. where should you be? Highlight the correct values.

Step 3 – Warning – Ask the child if they are making the **right choice**, are you thinking about your values?

Repeat of one and two with a clear choice to be given to the child. e.g. either you work without talking across the table or you will be asked to work on a table on your own. (Change of seat position in class)

Step 4 – Thinking time. Separation or timeout after agreed number of warnings, to be used progressively as below,

- within own classroom
- in another classroom (normally with KS leader)
- with Principal/Senior Teacher

It is the responsibility of the member of staff concerned to follow up ‘thinking time’ incidents with the child after a cooling off period in order to maintain pupil-teacher relations. Record on Ongoing Incident Form.

During playtimes (not lunch)

If the problem occurs during playtime, then the person on duty should carry out sanction.

- removal from main play area to a designated area with a designated member of staff on duty for a short time.
- if a child refuses to co-operate a designated member of staff should be consulted. (SLT)
- all playground incidents to be reported to a class teacher.

## Step 5 - Loss of Privileges

Loss of 5-10 minutes' playtime/lunchtime. Repetition may result in increased loss of time and a session with the Senior Teacher/Principal.

Children should be allowed out for a part of each break to ensure that they get some fresh air and exercise.

Step 6 - Class teacher to contact parents to discuss concerns and work together to try and modify behaviour. Seek advice from the SENDCo.

Assembly: If a child is removed from their class group during assembly, they must sit beside a teacher. This is only to be used when a child is continually disruptive.

## Guidelines for Using Sanctions Effectively

- Clear distinction between minor and more serious incidents.
- Indicate which sanctions are likely to be appropriate to particular behaviour/particular child.
- Clear about the precise behaviour being sanctioned.
- Planned and fair.
- Immediate.
- Applied calmly and consistently.
- Discourage sanction of whole group.
- Communicated to everyone.
- Respect pupils' self-esteem.

## APPENDIX B

### Sanctions during lunchtimes

The most effective way to manage lunchtime behaviour is to use positive reinforcement and to have strong communication between teacher and Midday supervisor. MDS will complete an Ongoing Incident Form or speak to the class Teacher for serious incidents.

- Questioning based on: What is the expected behaviour? What were you not doing correctly?
- Listen to both sides of a problem. Each child giving his/her account with no interruptions.
- Reflect on the expectation.
- Discuss what happened, how the children feel and who else has been affected.
- Discuss what do the children need/ need to do now so harm can be repaired.
- Children then choose the solution that is acceptable to them.
- Children then put solution into effect.

### Time-out outside

If further problems occur or child/children need to be removed from the area-go to time-out Bench or stand with a member of staff.

Children placed on time-out with the lunchtime supervisor until they feel they can put the solution into operation and make changes to their behaviour.

Behaviour of the child is passed onto the Class Teacher via the Ongoing Incident Form. Class teachers to monitor.

- Time-out with a Midday Supervisor
- If problems persist child/children need to be sent to do Time-Out with the Class Teacher or Senior Teacher.
- Issues are passed to the class teacher.

### **General comments**

These procedures have been set in specific order, understood and articulated by staff and children. The steps will bring about interaction between children and adults in a consistent ethos.

### **Action following an incident will be decided by the following guidelines.**

#### 1. Minor incident

Work through each step of Behaviour Management process. Examples: pushing, not playing in the right areas, ignoring instruction to move.

#### 2. Major incident

Related to safety aspect. Children to go straight to inside time-out. Examples: fighting, spitting, throwing stones.