



Waterside Primary School

Positive Behaviour Policy



Rationale:

The Governing Body and staff at Waterside Primary School believe that good behaviour is fundamental to success in the classroom for both children and teachers. Good behaviour results from a well-planned and well-delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves.

Behaviour for learning is behaviour which encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned but with support to enable the child to develop more appropriate learning behaviours.

Children learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and consequences are explicit and applied consistently.

We believe that all children at our school have the right to learn, to be cared for and to enjoy their education. They have the responsibility to ensure that their actions do not prevent anybody else from accessing these rights. Respect for each other and for the school is the fundamental principle upon which our positive behaviour policy and anti-bullying policy is based.

Aims:

- To be consistent in our use of strategies used by all staff, following a whole school approach
- To be respectful of the child and his or her innate worth. (We tailor targeted approaches to meet the needs of individuals in our school, and ensure staff know and understand their children and their influences.)
- That there is clarity of language; expectations are simply expressed, understood by all and are part of our regular routine.
- Are based on starting where the child is, not where we would expect or want them to be
- Give positive messages and positive rewards
- To teach 'learning behaviours' alongside managing misbehaviour.

The School Charter

The children of Waterside worked with staff to create a school charter based on the Rights and Respects of the child:

- ✓ *We have the right to learn, and the responsibility to allow others to learn*
- ✓ *We have the right to be safe and be cared for, and the responsibility to behave safely and with care for others*
- ✓ *We have the right to play and enjoy and the responsibility to let others play and enjoy*
- ✓ *We have the right to expect our own property, other people's property and the school's property to be safe, and the responsibility to keep it safe*
- ✓ *We have the right to be listened to, and the responsibility to listen to others*
- ✓ *We have the right to be treated with respect, and the responsibility to behave respectfully to others*

All classes operate the same positive behaviour system where there are agreed classroom expectations. A class charter (based on the School Charter) is agreed with pupils at the start of the year and both form the basis of any discussion with pupils around their behaviour.

Each class will display both their class charter and the school charter. The school charter will also be visible around the school so that it can be constantly referred to.

Rewards

At Waterside we have established over time, a wide range of rewards that appeal to learners of different ages and stages of their education. Each adult has a responsibility to learn what will motivate any given child and to use the range of rewards outlined to promote positive behaviour. The rewards should be used to help children learn what is expected of them, in order that we can ensure a safe, secure environment within which children can learn and meet their full potential and teachers can teach. The School and Class Charters are written to ensure that alongside this policy there is consistency and that each and every child is treated fairly.

We work hard to develop a supportive school, with a caring ethos. We focus on rewarding good behaviour and hard work and we aim to recognise and value the positive contributions of all of our pupils.

Extrinsic motivation—in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. Teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. We recognise that children who are intrinsically motivated achieve better and are less likely to misbehave

There are many ways we reward and celebrate achievement and good behaviour. These include:

- Moving up the class behaviour chart. Get to the top of three by the end of the day and earn 5 house points.
- Verbal praise, a smile, thumbs up etc are used to promote positive behaviour and good learning behaviours. Praise should always be accompanied by focused feedback. The child should be praised for the effort put into a specific action or behaviour so that a positive mindset is developed within all children.
- Within marking and feedback (see Marking and Feedback Policy) a sticker can be put into a child's book to recognise good effort in their learning.
- Pupils can be sent to the Headteacher (HT) or Deputy Headteacher (DHT) for particular praise/to show their good work.
- Pupils can earn housepoints for good behaviour around the school and it is agreed that any adult around school can give housepoints, providing they are able to explain to the child why they have given them.
- For good work and effort in their learning, a child can be given a leaf to put on the class good work tree. As with other rewards, it is important that adults use the leaves to explicitly identify the learning behaviours that a pupil has demonstrated by way of feedback (based on the school Pirate behaviours). When the child has achieved five leaves, they are awarded a Head Teacher's Award certificate to go home, and a star to go on the school Superstar board in the hall. Their leaves come off the tree and an apple is put in the place of the leaves. If a child

gains three HT awards in a year, they will receive a Governor's Award. Parents are always invited into school when a child receives a HT's award.

- Communication with parents after/before school regarding positive behaviour. For example; verbal, or parent mail or newsletters
- Regular praise for notable behaviour in assemblies and around school.

Rewarding Whole Class and Whole School Positive Behaviour

For especially good behaviour, a marble (or other "precious" object) can be added to the class jar. This is often a reward used for whole class achievements and when teamwork and collaboration are exhibited. When the jar is full, it comes to assembly and the children are praised before the whole school. The class chooses a reward from a list identified by the class teacher. The class reward will take place in the afternoon and it is expected that each class will achieve this reward by the end of each term.

House Points

Across the school, children are members of one of four Houses: Earth, Air, Water, Fire. Children gain house points that are added up at the end of every week by the House Captains. The scores are shared in the Friday celebration assembly by the house captains and the results are updated on the house point display in the hallway. At the end of every term the winning house receives a final reward (to come into school in non- school uniform on a chosen day in the last week of term)

House points can be awarded for:

- 1) Work that they have done either in the classroom or as part of their home-learning. Teachers can award 2 HP (housepoint) for good work or, for even better work they can give a sticker in their books which is worth 5 HPs.
 - 2) Positive behaviour that follows the school rules.
- All staff can award house points at any part of the day for appropriate behaviour.

Teaching learning Behaviours to develop whole school Positive Behaviour

We believe that children who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. As a result we explicitly teach learning behaviours to all children appropriate to their stage. This is backed up by wider school learning opportunities in themed days, in assemblies and through our constant language around our Learning Pirates. Our school Pirates represent values, skills and traits that will help our children to develop their own 'character', and so make them 'capable' and 'able' to strive, aspire and succeed in all walks of life. 'Character' is a complex idea – it can describe the qualities that make someone a 'good', or 'not so good' person, but it is also a set of skills that contribute to personal success and wellbeing. It is about becoming a better person – as well as becoming a better learner.

Developing 'Emotional' learning behaviours (self esteem, self-worth, positive mental well-being etc), 'Social' learning behaviours (relationships, working collaboratively etc) and 'Cognitive' learning behaviours (motivation, growth mindset, working memory/cognitive load etc) enables our children to have life-skills but is also a highly effective tool within our whole school approach to managing behaviour at Waterside.

Waves of behavioural intervention

Wave 1

All the above approaches represent Wave 1 approaches at Waterside Primary School: 'High quality inclusive behaviour management' which will be the norm for all school pupils.

Within Wave 1 actions to manage inappropriate behaviour in class are:

Every day is a new day.

Whilst this system is to ensure good behaviour for learning, the following steps are in place to manage inappropriate behaviour,

STEP 1 – a verbal cue reinforcing positive behaviour for the whole class when an individual or a few children are not focused on their learning and are causing low level disruption. (Eg "Well done all of you who have settled down and are working on task") At this step the teacher needs to consider what is triggering the behaviour – if it is task design, classroom environment or external concerns.)

STEP 2 – a verbal warning using inclusive language to explain how the behaviour is inappropriate and what you would like them to do. For example: *"James, This is your first verbal warning. I have asked you to talk to your partner about the challenge on the board. You are disrupting others from their learning by getting up and moving around the classroom. Please can you stay on your chair and talk to your partner."*

STEP 3 – a verbal warning explaining what they are doing that is inappropriate and what you would like them to do. *"James, this is your second verbal warning. If you carry on you will have to have 2 minutes outside to stop and think about how to turn your behaviour around. Please can you stop....and focus on the work that you have been asked to do. Do you need me to explain to you the task again?"*

Throughout all these steps staff need to consider the 5:1 ratio theory (The 5:1 ratio theory is that for every verbal warning teachers should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures. Recent research by EEF on the 5:1 theory, showed pupils increased their on-task behaviour while pupils in similar comparison classes did not change their behaviour. This study implies that teachers with disruptive classes could benefit from increasing their positive interactions with pupils.)

STEP 4 - By this step the teacher should have made time to quietly talk to the child. Understanding and knowing each child can be more effective than default responses.

Step 4 is to ask the child to leave the classroom for two minutes and to go into the shared area outside the classroom. They should not be left there unattended. If another adult is not available the door should be left open.

STEP 5 - In instances of severe or persistent disruption children should be sent for 10 minutes "time out" in another classroom. Children sent for time out need to take some work with them.

The teacher needs to send a Parentmail out to the parent of the child, cc'ing the HT and DHT, with the following message:

Your child, _____ , had to leave class for ten minutes this morning/afternoon because he/she was being disruptive in class and not allowing the other children to learn. This is a standard note used by the school to help inform parents. Should this behaviour continue we will be in contact further. Please do speak to your child about this, reminding

them of the importance of trying their best in school and praising them for any positives that you have for them.

By sending this Parentmail teachers are ensuring there is communication with parents, as well as ensuring senior leaders are aware. It is also a way of evidencing over a period of time when a child is struggling with their behaviour.

STEP 6 - Having visited another class, if the behaviour fails to improve or escalates the HT or DHT should be called to the classroom to either withdraw the child from the class or to have a conversation with the child.

STEP 7 – If a child is being sent to another class three or more times within a week or on a regular basis the Class Teacher needs to speak to the Inclusion Manager. Using the Learning Walls from the Primary Behaviour Service Booklet 'The Six Strands Curriculum' the teacher should choose a target from one of the Walls (see Appendix) and then present it to the child and discuss how they are to achieve the target. Once this target has been met, the teacher should set another target for the child to achieve. This activity should not last more than 2 weeks. If behaviour has not changed then the teacher needs to consider Wave 2. The parents should be involved in this process and informed of the target set and how their child is doing in achieving it.

Wave 2

We do recognise that some pupils may need a personalised approach to their specific behavioural needs. Where anti-social, disruptive or aggressive behaviour is frequent, the general rewards and sanctions alone will be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Factors may include Adverse Childhood Experiences (ACE) (for a definition of ACE see appendix), toxic stress social communication or other external experiences within their home or community that is having a negative effect on their ability to learn or cope with the school environment.

This will mean tailoring the existing approaches to the individual child through differentiated practice, discussion with the HT, DHT, Phase Leader and Inclusion Manager around reasons or background to the behaviour. Options of possible ELSA involvement, emotion coaching or home/school behaviour management systems should be explored where possible or practical.

Wave 3

Parents will be fully involved at this stage.

Where these differentiated approaches do not work and the pupil's behaviour is becoming a major preoccupation a range of strategies can be used according to the individual needs of the child (See equity and equality diagram in appendix):

- The first step will be to form a team to problem solve around the pupil's issues. This could be by using the iceberg assessment model (see appendix)
- Boxall profiling will be used as another assessment tool, as may the PEP toolkit. ABCC charts will be used to evidence a potential pattern or trigger.
- Having assessed and evidenced the behaviour, a programme of support will be discussed with the team. At this point an Individual Behaviour Management Plans (IBMP) will be written by the class teacher and reviewed on a regular basis. The frequency of review depends on the child and the success of the plan.
- If these difficulties continue with little improvement the Educational psychologist (EP) and/or the Behaviour Service (PBS) at the Clifford Centre will be contacted.

- The pupil will be placed on the SEN Register as Social, Emotional Mental Health (SEMH).
- If others are at risk of being hurt then it may be deemed necessary to exclude the child.

As a trauma and attachment aware school we recognise that all these strategies will reflect the philosophy that most difficult behaviour is based on a failure to communicate effectively rather than an intention to be antisocial or do harm.

It is important that staff are aware of the Safeguarding Policy and Child Protection Policy because it may be that the behaviour being exhibited is as a result of concerns in this area.

In severe cases of violent behaviour, staff should refer to the 'Managing allegations against pupils policy'. Any act of violence should be brought to the attention of the Senior Leadership Team and a record of the event should be made.

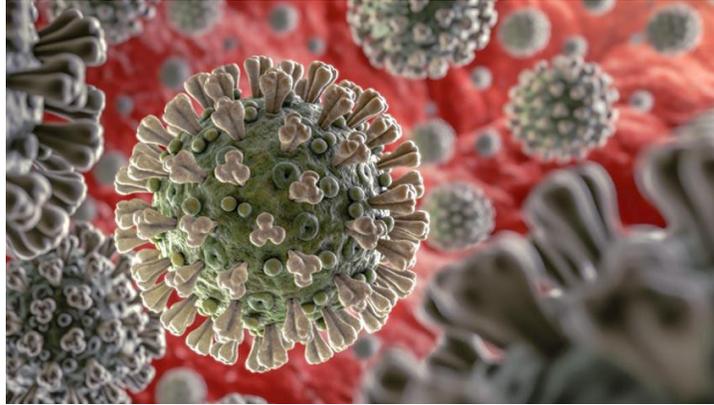
Managing and supporting behaviour at Play and Lunchtimes

At all times we will ensure there is a happy, secure environment in which children develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually.

At Waterside we believe that:

- Play and lunchtime can be problematic for some children, as children are in school but outside of the normal classroom environment.
- we expect that the school rules will apply at play times as well as during the rest of the school day, and that children will respond to the supervision of the lunchtime staff.
- We believe that lunchtime supervisors should be treated with the same respect as other adults at Waterside, and that they should have access to the school system of rewards and sanctions. We aim to work together as a team and lunchtime supervisors have full backing of the teaching staff.
- We believe that emphasising positive behaviour in our school tends to decrease the number of misdemeanours. A well managed, orderly environment in our school will encourage children to react in a positive, caring way.
- Children need support in learning how to play positively and safely. Adults on duty at play and lunchtimes are expected to teach positive behaviour by modelling, supporting and helping children; not just being a presence to manage play and lunchtimes.

See also Policy for 'Managing and supporting behaviour at Play and Lunchtimes' for more detailed information.



19 May 2020 – update to Positive Behaviour Policy in relation to the prevention of the spread of Covid 19 virus.

Background:

Cases of Covid-19 first emerged in late 2019, when a mysterious illness was reported in Wuhan, China. The cause of the disease was soon confirmed as a new kind of coronavirus, and the infection has since spread to many countries around the world and become a pandemic.

On 11 February the World Health Organization announced that the official name would be covid-19, a shortened version of coronavirus disease 2019. The World Health Organisation (WHO) refers to the specific virus that causes this disease as the covid-19 virus.

The most commonly reported symptoms include a fever, dry cough and tiredness, and in mild cases people may get just a runny nose or a sore throat. In the most severe cases, people with the virus can develop difficulty breathing, and may ultimately experience organ failure. Some cases are fatal.

The virus can also be asymptomatic, causing no noticeable illness in some people – but these people are still contagious and can spread the virus.

In March 2020 schools in the UK closed for all but a few children, shops and business closed and strict laws restricted movement of people. (Health Protection (Coronavirus) Regulations Act 2020)

Waterside Primary School's positive actions to a safer school in a Covid 19 world.

As we adapt new approaches to the school day, as a result of the spread of Coronavirus across the county and the world, we must recognise that we do so in order to **not only** keep our children and staff safe from contracting the virus, but also our families and the wider community.

We recognise that the routines will change over time, but that there are some key behaviours that children and staff **MUST** adapt and strictly keep to. We do this to prevent the spread of this deadly disease. We also recognise that habits are hard to break and that introducing new rules such as maintaining a social distance can be difficult to manage. At Waterside we will use the learning skills of our Pirates as tools to support them in the breaking of old habits and in the learning how to form new habits. We will also use a range of other learning strategies and positive praise in order to educate and support our pupils.

At Waterside we also recognise that this pandemic and the changes to a normal routine will cause additional anxieties and stress in children. This may result in a change in behaviour for some children. It is very normal to feel anxious and powerless, and that is ok. We will work with children and offer ways to proactively manage their anxieties and feelings.

Negative behaviour by children that puts other children or staff in an unsafe situation, especially with regards to Covid-19 (such as spitting or breaking social distancing rules) will not be tolerated and will be dealt with immediately. Such behaviour will result in Wave 2 or Wave 3 consequences and parents will be informed.

All children must recognise the importance of maintaining the following new routines:

- Social Distancing – children must remain 2 m from other people. (WHO recommend that you maintain at least 1 metre (3 feet) distance between yourself and others. (Why? When someone coughs, sneezes, or speaks they spray small liquid droplets from their nose or mouth which may contain virus. If you are too close, you can breathe in the droplets, including the COVID-19 virus if the person has the disease.))
- When told to wash hands, children MUST wash their hands for at least two minutes. (see appendix for how to wash hands). Children will be told by teachers to wash hands regularly as part of the daily routine.
- Children must not mix with other children outside of their bubble or group. The reason for these groups is to minimise risk of any virus present from spreading.
- Children must inform an adult if they are feeling unwell. Teachers will work with children to ensure they are confident in being able to monitor their own bodies and in being aware of what the symptoms of Covid-19 are.
- Children must move around the school as instructed and adhere to any new out of bounds rules.
- Children will be taught about how to safely sneeze or cough using tissues and not towards anyone else. Tissue will be binned immediately and not left on tables or in pockets.
- For their own safety and for the prevention of further spreading of Corona virus, children should avoid touching their mouths, nose and ears with their hands.
- When walking to and from schools children and families should be encouraged to obey all the principles and rules set out within this policy. This is to protect all children, staff and the wider community.

We are all determined to ensure that this Covid 19 virus does not enter and spread within our Waterside community. The best way to do this is for us all to maintain social distancing, wash hands regularly and ensure surfaces are frequently sanitised.

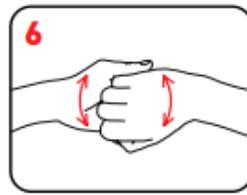
All children must also recognise that name calling and teasing other children about Covid-19 will be hurtful and negative. Staff will talk with all children regularly and ensure that any such conversations are reported immediately and actions taken to ensure the child is aware of the hurt that could be caused. If a child continues it will be considered as 'bullying'. Please see the bullying policy for further support.

All groups and bubbles will create their own 'Corona Charter' and must follow those rules at all times.

APPENDIX



1 Wet hands with water



6 Backs of fingers to opposing palms with fingers interlocked



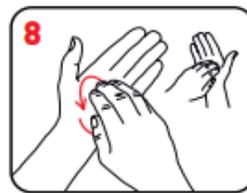
2 Apply enough soap to cover all hand surfaces



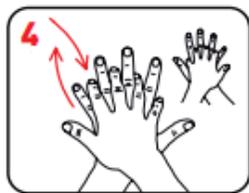
7 Rotational rubbing of left thumb clasped in right palm and vice versa



3 Rub hands palm to palm



8 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa



4 Right palm over the back of the other hand with interlaced fingers and vice versa



9 Rinse hands with water

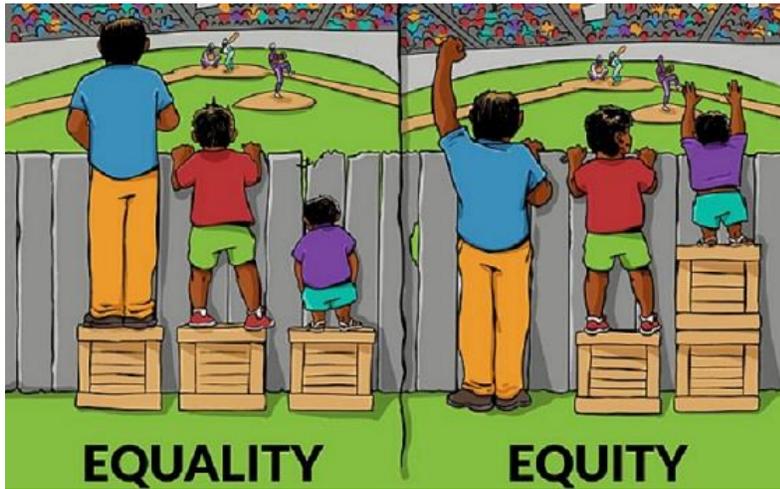


5 Palm to palm with fingers interlaced



10 Dry thoroughly with towel

Source: World Health Organisation



Why we tailor our responses to the needs of the children.



Examples of Learning Walls

Learning Wall Stage One

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I am beginning to share with support	I can try again with support	I am able to engage in sustained play	I can help others with support	I can show if I am happy or sad	I can follow simple routines or instructions with support
I can follow every day routines with support	I can accept help when things go wrong	I can join in with others with support	I notice other people's reactions with support	I can begin to share what the problem is	I can try to do things for myself
I can recognise my own belongings	I can be comforted when things go wrong	I can show interest in others' play	I can accept when my turn finishes with support	I can cope with small changes with support	I can find things I want or need
I know the safe places in my environment	I can show when things go wrong e.g. find my adult / cry	I can play alongside others	I can wait for my turn with support	I can return to an adult when I need them	I can explore my environment
I know who my special adult is and spend time with them	I can have a go	I can play on my own	I can tidy up with support	I can accept comfort from a special adult	I can separate from a special adult with support

These targets have been designed to demonstrate a typical rate of development, starting from the bottom. However, it is recognised that for individual children, this may be different.

Learning Wall Stage Five

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can problem solve for myself	I can accept consequences for my actions	I can remain on task independently at all times	I accept that everyone is different	I can cope positively with others' decisions	I can accept the consequences of my actions
I know when and where to ask for help	I can learn from my mistakes and cope with disappointment	I can ignore others' poor choices	I can respect people's right to express their views and question the views of others	I can admit to others when I have made the wrong choice	I can say and believe good things about myself
I can take responsibility for my own actions	I can learn in different environments	I am developing my own strategies to maintain focus	I can use appropriate language	I can think through a problem and resolve it	I can take a lead when working co-operatively
I can respect and accept others	I can cope with differences in routines	I can ensure all my equipment is readily available	I can show empathy towards others	I can let others have a turn before me	I can find things I need without support
I can manage my own emotions when things don't go my way	I can manage different peer relationships	I can maintain focus when working with others / in a group	I can be in the correct place at the right time	I can express why I am feeling in a certain way	I am ready and willing to learn
I can accept the school rules and follow them	I can cope with a range of different adults and their expectations	I can recognise appropriate peers to work with	I can be respectful of all equipment and use it safely	I can use a range of strategies to manage my emotions	I can ask for help
I can understand and respect my own and others' personal space	I can accept that things may not always be fair and predictable	I can manage my daily routines with support	I treat others as I would like to be treated	I recognise physical feelings are linked to my emotions	I can start and complete my work independently

These targets have been designed to demonstrate a typical rate of development, starting from the bottom. However, it is recognised that for individual children, this may be different.

What do we mean by Adverse Childhood Experience?

ACEs are traumatic experiences that children experience that can then go on to effect their mental health and their future prospects in life. It is vital that, as teachers, we understand not just what they are, but how they affect the child and the impact they can have on their behaviour and attainment. Watch the clip below to find out more:

<https://www.youtube.com/watch?v=YiMjTzCnbNQ>

67% of the population has at least one ACE;

12.5% of the population has more than 4. (70/30 Campaign, 2017)

Adverse Childhood Experiences aren't just something that effect the child whilst they're happening, they can have an impact on their whole life.

The most widely recognised ACES are: Abuse, physical, sexual, verbal.

Growing up in a household where:

- there are adults with alcohol and drug use problems
- there are adults with mental health problems
- there is domestic violence
- there are adults who have spent time in prison
- parents have separated

Other types of childhood adversity that can have long-term implications include bereavement, bullying, poverty and community adversities such as living in a deprived area, neighbourhood violence.

The more ACEs a child experiences, the greater the risk of long term impact.

Version Number	Date of Issue
Original	September 2019
Review 1	March 2020
Review 2	March 2021
Ratified by Governing Body	
Signed	
Position	
Review Period	Annually