Reviewed: November 2016
Approved: November 2016
Next Review Date: November 2018
Owner: Headteacher

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Promoting Positive Behaviour Policy

We operate a positive behaviour management system and work hard to ensure the children understand what is considered appropriate behaviour for school and what the consequences of other behaviours might be.

We aim to teach children to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. These apply at all times, whether the children are in school, on an educational visit or involved in community events.

Evidence shows that children learn by example. We provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults in school have a responsibility for promoting positive behaviour and are expected to adhere to our 'no shouting and no intimidation' culture, ensuring that everyone is treated with respect and kindness. Children are expected to respond positively to whoever is responsible for them, including teaching, support and lunchtime staff, volunteers and parent helpers.

Every teacher is responsible for dealing with any inappropriate behaviour they might come across. For incidents which have been addressed by members of staff who are not a child's teacher, feedback explaining the incident and actions taken should be given to the class teacher.

Children are more likely to behave well when they know that their parents are involved with and supportive of the school's approach to behaviour management. We encourage parents to work in partnership with us to ensure consistency.

We expect all children to demonstrate the behaviours which are captured in our Rights and Responsibilities.

I have a right to…

1. Learn
2. Be heard
3. Be safe
4. Be respected
5. Use school property

I have a responsibility to…

1. Do my best
2. Listen to others
3. Look out for others
4. Treat others with respect
5. Respect school property

The strategies we use for promoting positive behaviour

Public praise and private criticism
Public acknowledgement of good behaviour is a very powerful behaviour management tool. Any modifying of behaviour should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, then later. At all times staff will avoid disciplining children across the room as an audience can prove rewarding for a child, as well as making the rest of the class feel 'told off'. Some children find direct praise hard to handle if it is not as descriptive as possible. Praise can also be non-verbal: a smile or thumbs-up.

More positive than negative
Before making a suggestion about a child's work or behaviour, our aim is to have made positive contact with them beforehand so that children learn that they are more likely to gain attention when they behave or work well.

Acknowledge feelings
Children often misbehave because they feel upset or they are trying to attract adult attention in the hope that they will get help. Acknowledging a child's feelings can pre-empt further inappropriate behaviour.

Give choices
Being given choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.

Be consistent
Children need the world to be as reliable as possible. When staff act consistently and reliably a child feels safe and anxiety is reduced.

Model desired behaviour
All adults are expected to model the kinds of behaviour expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties amicably. Dealing with challenging behaviour can trigger feelings of anger, irritation, disappointment or even despair: it is important to avoid communicating these feelings. Responses should be calm and well measured.

Listen
Children need to be listened to and have their feelings acknowledged, "You appear cross. Would you like to tell me about it?"
Concerns raised and complaints made by children will be followed up, even if this has to happen at a later time. Children need to feel able to share things in school and know that issues will not be ignored.

Maintain frequent contact
One of our aims is to make frequent task-centred contact with all children. This communicates that attention is given for behaving appropriately. For children who have difficulty maintaining concentration, frequent contact will be given.

Approaches to managing behaviour
Our policy is to approach any situation where behaviour needs to be modified using the least intrusive method.

Methods:
- direct the child to the behaviour we want;
- the non-verbal messages we give with tone/body language;
- the pause;
- the use of privately understood signals;
- tactical ignoring;
- distraction and diversion;
- partial agreement;
- using 'I' messages;
- conditional directions – when…then…;
- questions and feedback;
- rights and responsibilities reminders;
- take up time;
- choice direction;
- time out;
- re-establishing the relationship.

For full details of each of these strategies see Appendix 1.

Catch children being good
This can sometimes be hard but can be more important for certain children than others. Noticing and acknowledging appropriate behaviour will encourage and reinforce expectations.

Rewards
We reward positive behaviour with:
- praise – verbal, written, positive word or gesture, referral to another adult;
- special responsibility, privilege or trust – sit by/work with a friend of their own choice, work in an area away from the direct supervision of the teacher, awarded a special job or responsibility;
- housepoints – 1, 2, or 3 linked to our Learning Tools;
- Golden Certificates;
- awards from the Head and Deputy;
- informing Parents – communicating good news whenever possible, sending messages home, entry in Home Learning Diary, a text or phone call;
- special activities – e.g. extra art / DT, computer time.

These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole class working together.

Securing consistent consequences
An essential part of our positive behaviour management lies in the fact that each child knows that consequences will be imposed for inappropriate behaviour. The principles upon which consequences are based should be:

- avoided where possible;
- fair;
- the minimum necessary;
- immediate where possible;
- the child knows that a consequence will take place;
- short lived;
- consistent;
- focused upon the act not the child;
- expected and understood by the child;
- delivered in a calm respectful way;
- accompanied by a model of acceptable behaviour;
- not humiliating to the child or the adult;
- sufficiently disagreeable to discourage a repetition.
- involving parents where appropriate.

Low level - calling out, tapping, fidgeting, fiddling with equipment, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, preventing others from working. **This is day-to-day classroom behaviour that would be handled by the class teacher and LSAs.**

Medium level - continually behaving in any of the above ways **and/or** drawing others into inappropriate behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose. **This is behaviour that could lead to the involvement of a Team Leader and parents. The child would be required to complete a 4Ws sheet** (see Appendix 2)

High level - continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing a direct instruction from a member of staff, racist or discriminatory remarks/comments, bullying, stealing. **This serious behaviour would lead to involvement of the parents and Deputy or Headteacher and could put a child at risk of exclusion**.

Fresh start!
Every session is a new chance to do well. At the end/beginning of a session, children that have experienced difficulty moderating their behaviour need reminding of this so that they know that they have the opportunity to make good choices thereafter.

Behaviour at playtime and lunch time
We expect children to behave appropriately at all times – both in the building and when on the playground.

Rewards
Children who use indoor voices and are kind, helpful and polite when eating will have their names put forward for Top Table.

Tuesday – Lower School
Thursday – Upper School

One child from each class and their guest will be chosen for an early lunch.

Children who go out of their way to support and care for others will receive a Golden Certificate. Names will be published in the next Newsletter.

Consequences
As with classroom behaviour, playtime behaviour can be categorised and in all cases the most appropriate consequence will be given.

All children should first receive a warning and if the behaviour persists an appropriate consequence will be given.

Low level behaviour - Not sharing, taking turns or low level name calling, being deliberately unkind, withholding friendship, pestering others, pulling faces, leaving their lunch place messy, interfering with another child's lunch/preventing them from eating etc.

Consequences – Reminder to the children about how they should behave. A warning will be given as to the consequences of repeating this behaviour. **This is day-to-day behaviour that would be handled by a member of the lunchtime team.**

Medium level behaviour – Not following instructions, throwing equipment, throwing food, entering the school building without permission, playing in areas that are out of bounds, overly aggressive play.
Consequences - **This is behaviour that would be handled by the Lunchtime Supervisor and if it persisted a 4W sheet would be completed by the child during lunchtime and passed on to the class teacher who may choose to speak to parents.**

High level behaviour – continually behaving in any of the above ways, swearing, fighting, deliberately breaking equipment, unsafe behaviour, racist or discriminatory remarks.
Consequences – withdrawal from the playground, phone call or letter home.
This is behaviour that would be handled by a Team Leader, Deputy or Head and the class teacher would be made aware of the situation, as would parents.

Exclusions
Internal exclusion
Internal exclusion is when a child is removed from a classroom setting, but not from the school site, for a temporary period for inappropriate behaviour that breaks the rules. There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour in the hope that they will be removed from the classroom. In these cases, internal exclusions will be appropriate as the child will have to accept responsibility for the choices that they have made and face the consequences. They would still be expected to complete all class work but without having any contact with their peers.

External exclusion
In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence and verbal abuse, the Headteacher or in her absence the Deputy, can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child and other children affected by his/her behaviours. A reintegration meeting, chaired by the Head or Deputy, will be held before a child returns from exclusion.

Finally, and in the last resort, the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour. In all cases of exclusion, both fixed term and permanent, the school will comply with WBC guidance and report cases to the required authorities and to Governors. Parents can appeal against a decision to exclude.

Children with special educational needs
We expect all children to adhere to our Rights and Responsibilities, including children with identified special needs. Children who exhibit behaviour difficulties and are on the SEN Register might:

- have regular meetings with their teacher and parents/carers;
- have a bespoke reward system in place;
- have targets for improved behaviour on their IEP;
- have an individual Behaviour Plan;
- meet regularly with the Inclusion Manager to discuss progress.

Children who have a full Statement of Special Educational Needs may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Regular meetings, where appropriate, will take place between parents/carers, school staff and relevant outside agencies. Teachers should work with the Inclusion Manager re: setting appropriate targets.

Identifying and recording difficulties
Teachers will keep pastoral records of all incidents involving inappropriate behaviour and may annotate a child's work to highlight circumstances. Where necessary a Behaviour Log will be kept.

Evaluation criteria

- a Behaviour Log is no longer required;
- the child achieves his/her IEP targets;
- the child exhibits appropriate behaviour for learning for the majority of the time when in class;
- the child has dined at the Top Table, received Golden Certificates etc.;
- there has been an absence of any incidents of anything more than occasional low level inappropriate behaviour for a period of 6 weeks.

Monitoring and evaluation
All staff will be responsible for monitoring behaviour. The Headteacher and Deputy will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) for monitoring and evaluating purposes.

Appendix 1

1. **Directing the child to the behaviour we want**
   - always use the pupil's name when giving them individual direction;
   - focus on the desired behaviour rather than the unwanted behaviour e.g. "One at a time through the door, please.";
   - wherever possible rephrase negatives to give a positive direction e.g. "Keep the noise down at this table, thank you.";
   - directions should be brief;
   - over dwelling on a point or giving a mixed message should be avoided.

2. **Non-verbal messages we give with our tone and body language**
   - body language should demonstrate that you are not going to get "hooked in" or aroused by the child's behaviour;
   - posture should remain calm and relaxed;
   - maintain a composed face and an even tone of voice;
   - respect a pupil's need for personal space.

   These signals will reinforce your words.

3. **The pause**
   - initiate the child's attention by lifting the voice a little (different to increasing the volume) and saying their name;
   - follow this with a pause to sustain attention and ensure that they are fully focused on what is being said
   - then give a positively phrased direction, "David……..David, back to work thanks."/ "Michael……..Peter……..looking this way and listening, thank you." This technique is also very effective when teaching the whole class.

4. **Privately understood signals**
   - a positive form of correction which reduces the amount of corrective language required
   - can be explained to the whole class or just individuals;
   - useful for reinforcing verbal messages;
   - effective in a split attention situation where the teacher is working with one child but can signal to another across the room;
   - should always be preceded by the child's name and a pause.

5. **Tactical ignoring**
   - part of non-verbal behaviour management and is the conscious decision to ignore certain behaviour and focus on the flow of the lesson;
   - safety issues, aggressive behaviour, bullying tactics or blatant put downs cannot be ignored;
   - works well in conjunction with acknowledging and reinforcing the behaviour of others that are following the rule;
   - avoids negative attention for inappropriate behaviour;
   - must be used within individual comfort zone or degree of frustration tolerance;
   - requires the need to plan what to move on to if it does not achieve its purpose;
   - useful when dealing with secondary behaviour as it then allows the adult to be more effective in giving verbal correction for the primary behaviour.

6. **Distraction or diversion**
   - sometimes a situation can be managed well by saying or doing the unexpected. This strategy distracts or diverts a child's attention away from their planned course of action;
   - can often be effective to defuse a situation with humour;
   - asking a direct question can re-focus a child who isn't paying attention;
   - in situations outside the classroom, calling a child over and turning away indicates the expectation is that they will come and allow them take-up time to comply with the request. This very effectively diverts them from what they were previously doing.

7. **Partial agreement**
   - a child is asked to put away a toy they are playing with in class and responds, "I wasn't playing with it." A partial agreement in this situation would be, "Maybe you weren't but I'd like you to put it in your tray, please." ;
   - useful when a child answers back or wants the last word;
   - allows the focus to remain on the primary issue and to ignore any secondary behaviour;
   - allows a child time to save face and comply.

8. Using "I" messages

- everyone has "bad" days when feelings get in the way;
- anger and disappointment should be saved for the issues that really count;
- messages should be conveyed appropriately and unambiguously;
- it is vital to distinguish between the child and behaviour;
- It is important to spend time repairing the relationship.

9. Giving conditional directions: When..then...

- can maintain a feeling of positive direction whilst ensuring that the child complies with what is expected;
- particularly useful when dealing with children who seek power or try to control situations;
- can be rephrased: "As soon as you've…. You can…";
- avoids direct confrontation.

10. Questions and feedback

- more useful to ask closed than open questions e.g. "Why?" may lead to getting hooked into receiving a great deal of unnecessary information;
- it is better to ask a closed question which focuses on what the child should be doing e.g. "What should you be doing?";
- sometimes requires the broken record technique, repeating the question several times until an appropriate answer is given;
- questions can also be used as reminders of rules, "What is our rule for quiet reading?", by answering the question the child gives a positive description of what they should be doing.

11. Rule reminders

- used to redirect behaviour in an extremely positive way.
- clarify what is required and add purpose to a direction.
- can be phrased as a question, "What is our rule for…?" or as a straight reminder, "Mark…..Mark, our rule is work quietly without disturbing others. You need to turn round, stop talking and get on with your work. Thank you.";
- they allow take up time;
- rule reminders can be addressed to the whole class, or more privately to an individual and depersonalise correction.

12. Take-up time

- allows time to do what has been asked;
- communicates expectation that the child will comply;
- it allows the pupil face-saving time to respond to the correction;
- can defuse an emotionally charged situation;
- disengaging from the pupil and continuing with the work of the lesson the teacher draws the audience away from the child, thus reducing the attention and making it easier for them to comply.

13. Choice direction

- choice gives children ownership of their behaviour;
- can be used to give a directional choice e.g. "Sam….that's a nice toy but I want you to put it in your bag or on my desk.";
- sometimes a choice has to be used when a child has not responded to a lesser intrusive correction;
- should always begin with rule reminder before clarifying the consequence, "Mark…the rule is to treat others with respect, if you continue to …….. I will have to ask you to move away and work on your own. You have the choice.";
- always clarify the immediate or deferred consequence.

14. Time out

- the most intrusive consequence and should come last in the sequence as it excludes children from their learning and from their social environment;
- it disrupts the flow of the lesson and presents the teacher with the problem of effective reintegration of the child further at a later stage;
- time out disrupts the learning of the children in the receiving class and is 'humiliating' for the child being sent;
- must only be used following the use of the previous strategies discussed, except on the very rare occasion that a child is physically aggressive.

Appendix 2

4 Ws

What I did:



Which rule I broke:

What can I do to fix it:

What I could do differently next time:

Name……...
Date:…….