



Priory School

POSITIVE BEHAVIOUR POLICY

Version	Authorised	Approval Date	Effective Date	Review Date
1.0	FGB	Feb 5 th 2018	Feb 5 th 2018	Feb 2019
1.1	FGB	Dec 10 th 2018	Dec 10 th 2018	Dec 2019

TABLE OF CONTENTS

- 1. POLICY STATEMENT**
 - 2. AIMS OF THE POSITIVE BEHAVIOUR POLICY**
 - 3. TEACHING POSITIVE BEHAVIOUR**
 - 4. PRIORY RULES**
 - 5. RESPONSIBILITIES**
 - 6. REWARDS AND SANCTIONS**
 - 7. EMERGENCY PROCEDURES**
 - 8. LEARNING MENTORS AND ELSA**
- APPENDIX A – BEHAVIOUR MANAGEMENT FLOW CHART**
- APPENDIX B - SANCTIONS**
- APPENDIX C - RACIST INCIDENTS**
- APPENDIX D - GUIDANCE FOR THE HUB**
- APPENDIX D - POLICY DETAILS**

1. POLICY STATEMENT

- 1.1 Positive Behaviour is a necessary part of the provisions we make at Priory School to create and maintain an orderly working environment in which all members of the school community feel safe and secure. This comes, not from fear of retribution but from the need to moderate behaviour in order to have a harmonious community.

2. AIMS OF THE POSITIVE BEHAVIOUR POLICY

- 2.1 To promote a calm, purposeful and happy atmosphere within school
- 2.2 To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- 2.3 To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- 2.4 To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- 2.5 To raise children's self-esteem
- 2.6 To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- 2.7 To help children, staff and parents have a sense of direction and a feeling of common purpose

3. TEACHING POSITIVE BEHAVIOUR

- 3.1 At Priory we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:
- Independence and organisation
 - Self-image and self esteem
 - Motivation
 - Reflection and self-control
 - Attention
 - Perseverance
 - Fairness
 - Co-operation with adults
 - Collaboration with other children
 - Sociability
 - Empathy
 - Honesty
 - Respect for self and others

3.2 We believe that all staff at school have a responsibility to actively help children develop the core skills and abilities. They can be taught throughout the school day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using consequences to encourage the learning of appropriate and inappropriate behaviour
- Teaching the skills and abilities through weekly assemblies
- Teaching PSHE, P4C and Thinking Skills.

4. PRIORY VALUES

- Team work
- Positivity
- Making a Difference
- Flexibility
- Creativity
- Trust
- Professionalism
- Effective Communication
- Respect

Priory values are recognised and celebrated in the weekly whole school assembly when children who have demonstrated them receive a value badge or a postcard home. Equally, adults who work in school are encouraged to work towards these values and are rewarded with a postcard home.

5. RESPONSIBILITIES

5.1 **Reinforcing positive behaviour and challenging unacceptable behaviour is the responsibility of all staff at Priory School**

Staff Responsibilities:

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally

- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

5.2 Parents' Responsibilities

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach children positive behaviour. Information about ways in which parents can help their children is provided in the school newsletters and through parental consultations and workshops. Parents are asked:

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school values

5.3 Children's Responsibilities

- To do their best, e.g. follow instructions, steps to success, meet the values
- To contribute to their own learning,
- To treat other people with respect,
- To treat their belongings and the environment with care and respect
- To show consideration for others,
- To consider the effects of their actions on others

6. REWARDS AND SANCTIONS

6.1 At Priory we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. It is essential that all children are able to receive positive rewards. Children's success both in their work and behaviour should be measured against their previous performance rather than that of other children we use the following rewards:

- Non-verbal rewards such as thumbs up sign or a smile
- Praise
- Showing work to another teacher or the head teacher
- Stickers and star charts
- Certificates for Athletics, (weekly) spellings (Half termly)
- Child of the week
- Postcards home for children

- Displaying work
- Homework Prizes in KS2
- Values Badges
- Posts of Responsibility e.g. Star of the day in Year 2 is helper the next day
- House Points

In order to discourage children from displaying inappropriate behaviour it is important to teach them positive behaviour.

6.2 Sanctions

Sometimes children do not behave appropriately and it may be necessary to apply a sanction. See **Appendix B for Sanctions**

7. ADDITIONAL SUPPORT FOR CHILDREN WITH CHALLENGING BEHAVIOUR

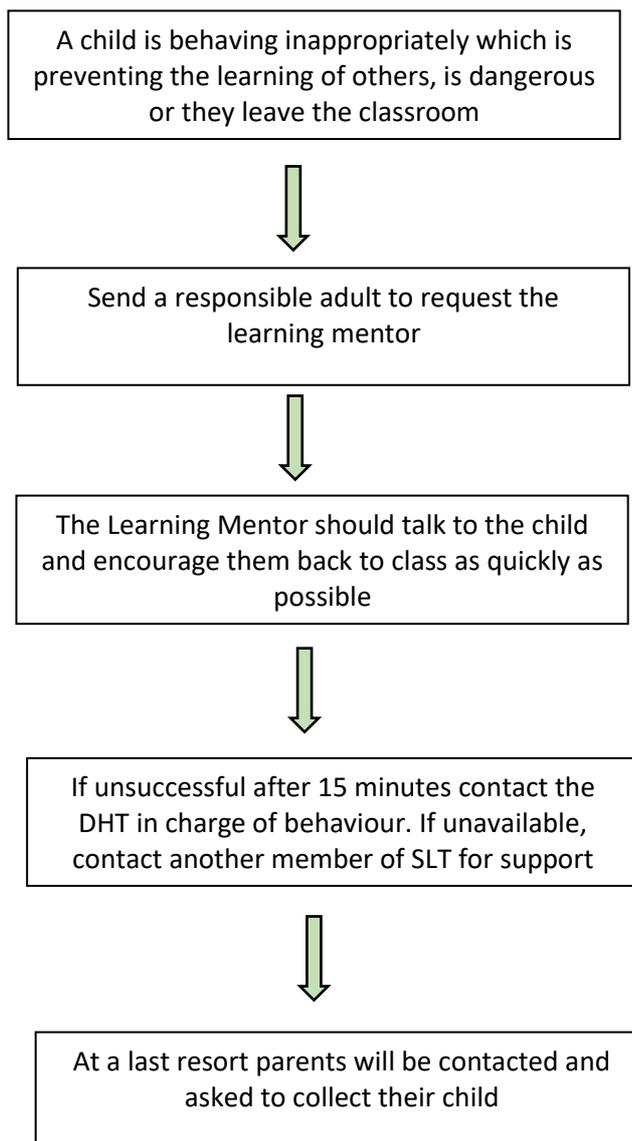
- 7.1 Priory has a team of Learning Mentors to support teachers when children display challenging behaviour that cannot be managed in the classroom. This may be when a situation has escalated and immediate support is required (see Appendix A for the procedure to follow) or for planned intervention (see Section 8)
- 7.2 TEAM TEACH: At Priory School there is a member of staff who is trained to deliver Team-Teach training and a significant number of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. Records are kept and parents or carers are informed. Cross reference with Physical Restraint policy
- 7.3 If a child displays challenging behaviour over a period of time then a behaviour plan is required to support the child and the staff working with the child. The purpose of the plan is to recognise triggers and situations which the child may find difficult and put strategies in place for the staff to deal with them. The plan will be written by the Deputy Head Teacher in conjunction with Learning Mentors and all other staff who work with the child. Once complete, it will be communicated to the child and parents and all parties are required to sign to agree the measures in place. This should be reviewed annually or more regularly should strategies prove to be ineffective.
- 7.4 The school has an intervention room called The Hub which may form part of a child's behaviour plan or may be used for one off incidents where a child is struggling to manage in class. The purpose of The Hub is an alternative to formal exclusion. The use of The Hub is closely monitored by the Deputy Head Teacher in charge of behaviour and no child will use the facility unless it has been agreed by her first. An adult will always be present in the room with the child. The use of The Hub is recorded and is monitored on a weekly basis at SLT.

- 7.4 In line with the Sanctions in Appendix B, there are some behaviours which require a fixed term exclusion. Reference will then need to be made to the Exclusions Policy.

8. ROLE OF THE LEARNING MENTORS & ELSA TRAINING

- 8.1 The role of the Learning Mentor is to provide a complimentary service to teachers and support staff in school. They should address the needs of pupils who require support to overcome the barriers to learning they experience both inside and outside school so that they are able to achieve their full potential
- 8.2 ELSAs are Emotional Literacy Support Assistants. Our Learning Mentors have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. Many local authorities across England and Wales now have ELSAs in their schools. At Priory the ELSA programme is designed to build the capacity of school to support the emotional needs of our children from within our own resources. We recognise that children learn better and are happier in school if their emotional needs are addressed. Learning Mentors are trained to deliver ELSA interventions on a 1:1 or group basis.
- 8.3 Referrals for ELSA support should be made through the Year Leader for discussion with the Learning Mentors and SLT. When agreeing to work with a pupil, it is important to set clear programme aims. A referral form should be completed by the class teacher that allows the ELSA to gather brief background information on the pupil's skill level and then, in conjunction with the referrer or the ELSA's line manager, to identify some programme aims. These may be identified by asking the question 'By the end of my involvement, what is it that you hope this pupil will be able to do that they are not able to do at present?' The time frame within which you expect them to be achieved would generally be between half a term and a term after which the aims would be reviewed and assessed. A record of which should be retained with other pupil records.

APPENDIX A – EMERGENCY BEHAVIOUR SUPPORT



APPENDIX B – SANCTIONS

All behaviour management strategies are far more likely to be successful if there is an expectation of compliance		*
Low Level such as	Suggested sanction from class teacher or TA and could include	
Fidgeting / fiddling	Verbal warning	
Noisy e.g. talking/shouting Unkind remarks	Name on the board	
Time wasting	Related sanction e.g. completing work	
Telling lies	Withdrawing attention, deliberate ignoring	
Pushing in line	Sit alone	
Bad language (one off)	Stay in at playtime	
Failing to keep on task	Clean up mess	
Poor effort	Phone parents to inform them of behaviour	
Walking around the classroom during independent learning		
Lack of respect for the classroom		
Any persistence of low level behaviours would move into the moderate level and refer to Year Leader. Moderate incidents should be recorded on SIMs		
Moderate Level such as	Sanction refer to YL if behaviour continues	
Consistently shouting out	Complete work during break or lunchtime	
Distracting others If they are disturbing the learning of others	Sit in isolation	
Non-compliance	Time deducted from break of lunch	
Fighting	Request the support of a Learning Mentor	
Stealing	Phone parents to discuss behaviour	
Threatening / aggressive behaviour	Home-School communication book	
	Referred to Deputy Head teacher	
	Internal exclusion – The Hub	
Vandalism – graffiti etc.		
Repeated incidents of any moderate behaviours – Deputy Head teacher & Head teacher informed Serious incidents should be recorded on SIMs		
Serious Level	Sanction	
Serious assault	Fixed term exclusion	
Serious physical/verbal threats made to staff or children	Fixed term exclusion Inform parents	
Issues relating to safeguarding: (KCSIE) Peer on peer abuse Bullying including cyberbullying Physical abuse Sexual violence Sexual harassment Sexting	Fixed term exclusion Inform parents	
Vandalism e.g. extreme damage to school property/toilets	Fixed term exclusion Inform parents	
Violent outbursts, verbal /physical	Fixed term exclusion	
Swearing at adults	Fixed term exclusion	
Leaving school without permission	Phone the Police Phone parents	
Racist incidents* See Appendix C for descriptions of racist incidents	Internal exclusion Fixed term exclusion	
School refusal	Involve parents	
All of the above may need one or more of the following: Involve SENCO Involve outside agency – SEBDOS (intensive outreach), Referral to Ed Psychologist, staff liaise with HT/DHT to access support Behaviour Plan		
Physical violence towards members of staff will result in a fixed term exclusion		

APPENDIX C – RACIST INCIDENTS

Please see table below for descriptions of racist incidents. An internal exclusion or a fixed term exclusion will be decided by the Head Teacher and/or the Deputy Head Teacher and this will be dependent on the nature of the incident. All incidents will be reported to Slough Borough Council as part of our annual return.

Racist Incidents

Incident
Verbal abuse
Verbal bullying / threats
Ridiculing comments
Ostracising
Racist Comments
Refusing to work/sit with pupil
Inciting Others
Racist graffiti
Damaging personal property
Wearing racist symbols
Showing/distributing racist literature
Attempting to recruit to org.
Ridiculing of policies
Physical violence
Incidents with religious hostility

APPENDIX D – USE OF THE HUB

The use of The Hub is closely monitored by the Deputy Head Teacher in charge of behaviour and no child will use the facility unless it has been agreed by her first.

The Hub should be used as an alternative to formal exclusion

The option of the Hub should be written on individual behaviour plans

The Hub should be used when a child:

- Is behaving inappropriately e.g. extreme non-compliance
- Is displaying one off challenging behaviour
- Is preventing the learning of others
- is a risk to themselves or others
- has left the classroom

An adult will always be present in the room with the child and the door will not be locked.

The use of The Hub is recorded and is monitored on a weekly basis at SLT.

APPENDIX E – POLICY DETAILS

Date Approved	December 10 th 2018
Date for Revision	December 2019
Responsibility	SLT
Consultation	November 2018
Approved by Full Governing Body	December 10 th 2018
Responsible Person	Monisha Jefcut