



OUGHTON PRIMARY & NURSERY SCHOOL

Promoting Positive Behaviour Policy

Policy Approval Date: September 2020

Approved by the Full Governing Body Meeting please see minutes dated September 2020

Review Date: September 2021

This Policy links to the Disability Equality Scheme and Accessibility Plan, Preventing and Dealing with Racist Incidents, Against Bullying Policy – Pupils, Online Safety Policy, Child Protection Policy and SEND Policy, Restrictive & Physical Restraint and Exclusion Policy and the DFE guidance on Exclusion.

The Positive Behaviour Policy at Oughton Primary & Nursery School is a clear structure to provide clarity of expectation for our school community; staff, parents and pupils at Oughton Primary & Nursery School.

Aims and Values

It is our aim to promote positive behaviour in our pupils so as to:

- Establish a stable and safe social and learning environment
- Develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understanding that their actions have consequences
- Show appropriate respect for the school environment and its resources
- Involve pupils in discussing their behaviour

Rights

- We all have a right to feel safe and secure at all times
- We all will treat each other and the school environment with respect
- We all have a right to teach and learn together in a supportive and caring environment

Responsibility

A shared and consistent approach:

At Oughton Primary and Nursery School, every member of staff shares a responsibility to work together to implement the Positive Behaviour Policy, using a consistent and shared approach and acting as positive role models. The responsibility for day to day rewarding for good behaviour or for dealing with incidents of poor behaviour rest firmly with the class teacher who will work in conjunction with all other staff and the parents to ensure appropriate behaviour is recognised and reinforced.

All members of the school community have a responsibility to:

- Move around the building and grounds with care
- Respect and take pride in the school environment
- Respect others' property
- Work co-operatively in class with adults and fellow pupils

Foundation Stage

The Foundation Stage has an age related version of the school's Positive Behaviour Policy. Please see appendix 2.

Pastoral Support Team

Headteacher, Assistant Headteacher for Inclusion, Pastoral Support Manager, Behaviour Support Teaching Assistant and Pastoral and Learning Teaching Assistants.

Teaching and Learning How to Behave: Prevention

At Oughton Primary and Nursery School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behaviour and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

Assemblies / Curriculum

Assemblies promote positive behaviour, following the Jigsaw and Value themes. PHSE lessons promote positive actions, discussing concerns and feelings.

Place to Talk

Pupils have the opportunity to discuss any problems, worries or issues they may have in our Hut. The Hut is open every lunchtime by a pastoral member of staff on the KS2 playground. There are also pastoral interventions run across the whole school where needed.

Responsibility

In Year 6, individual children are rewarded as Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl plus Ambassadors. These pupils are nominated by the Senior Leadership Team and their previous teacher for being positive role models. In Year 6, children have also been nominated as Ambassadors as role models and these children will help support pastorally across the school, joining our Pastoral staff team for meetings. Across the year groups, pupils are picked to represent Oughton Primary & Nursery School at musical, sport events and award ceremonies. The School Council, picked through pupil voting system, promotes positive leadership and focuses upon encouraging good behaviour. Meetings discuss issues and the concerns of pupils and decisions are made to improve the school further.

The way children learn behaviour:

At Oughton Primary and Nursery we understand that children learn behaviour through:

- Their relationships

- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

The way we teach positive behaviours:

At Oughton Primary and Nursery we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

Rewards and Positive Reinforcement

All staff have their own reward systems within their classrooms to encourage, recognise and praise good behaviour.

Classroom reward systems may include:

- Praise – verbal from Class Teachers / Educational Support Staff; Assistant Headteachers; Head Teacher
- Written praise in books
- Name displayed on smiley face
- Reward charts
- Classroom certificates
- Stickers
- Star of the week or Star of the day
- Photos displayed in classroom
- Parents informed of positive behaviour via letter or phone call.
- Table points

Oughton Primary & Nursery School encourages whole school rewards, promoting team work and individual success through rewards such as:

- Certificates as a reward for positive behaviour.
- House Points – announced on a regular basis between the 4 houses and on display.
- Superstars Awards – given in assembly in front of all other pupils and parents/carers
- The Golden Book - entry into special book and Head Teacher gold sticker, plus name part of display for exceptional work and or continued good behaviour. A certificate is sent home to parents.
- Positive Play Award

Links With Home: Support for Parents and Carers

At Oughton Primary and Nursery School we have a Pastoral Support Manager who works closely with staff and outside agencies to help understand children's needs as well as those of parents and carers.

The aims of the Pastoral Support Manager are:

- to engage and build good working relationships with parents, children, staff and other agencies
- to work holistically and effectively with parents in ways that will help improve their children's well-being.
- to provide relevant information about the appropriate support services available for parents to improve their skills.
- to run coffee mornings
- to provide visual resources to use at home to promote and support positive behaviour.

Procedures for behaviour support:

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

1. Think: Analysing and Understanding Behaviour:

Staff teams monitor and track pupil behaviour in order to identify triggers/ key areas/times of the day in which pupils are finding things difficult. An Anxiety mapping pro forma is available for staff to track and record pupils' behaviour. In order to understand pupil behaviour a Roots and Fruits Tree should be completed to identify and discuss the reasons or experiences that are causing the behaviours.

2. Plan: Promoting Positive behaviour:

A Behaviour Support Plan is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves. Plans are to be monitored and reviewed on a half termly/termly basis as appropriate.

3. Respond: Responding to challenging behaviours:

A graded approach must always be used when supporting pupils who are displaying challenging behaviour. These include:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support:
- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or in the courtyard"
- Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and....."

- Time Out: timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.

Consequences:

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Oughton Primary and Nursery will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have you learned?
- What would you do differently next time?

A variety of consequences can be put in place, depending upon the behaviour exhibited.

- Missing playtime, part of playtime or lunchtime.
- Child being spoken to by a Senior Member of Staff.
- A lunchtime reflection time with a Senior Member of staff and parents informed of this. An incident record filled in and then entered into the SIMS computer system.
- Exclusion - when a child behaves in an extreme way. Internal exclusions are given and on some occasions, external exclusions.
- The decision to permanently exclude a pupil is not taken lightly. This may be considered if it is felt that the school can no longer meet the pupil's individual needs. Outside Agencies are involved at this point.

Monitoring and Evaluation

All incidents, positive and negative are recorded and kept in a class file and on SIMS computer system. Incident Record Sheets are used to give more information. The Incident Record gives an account of the behaviour seen and consequence given. These files are monitored by Class Teachers, Assistant Headteacher for Inclusion and Behaviour Support Teaching Assistant. Behaviour (positive and negative) is discussed during Open Evenings with Parents and Carers and during individual meetings if necessary. Records of positive and negative incidents will be logged on our internal SIMS system.

Positive Physical Contact – Herts Steps: to be read in conjunction with Hertfordshire Model Policy for Physical Intervention.

At Oughton Primary and Nursery we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they

are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping

children and adults safe in a variety of settings.

On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk.

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All school teaching staff, teaching assistants and MSAs are trained in the use of Herts Steps (as advised and supported by Herts County Council). Staff have an initial one day training course that covers behaviour management and supportive guiding techniques.

Recording and reporting

The use of a Restrictive Physical Intervention, whether planned or unplanned (emergency) must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in a book with numbered pages. The written record should indicate:

- The names of the staff and pupils involved
- The reason for using a Restrictive Physical Intervention (rather than another strategy)
- The type of Restrictive Physical Intervention employed
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The date and the duration of the intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken

Support and Training for all Staff

Behaviour management training and physical intervention skills are taught to staff as part of the Herts Steps training. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours

Exclusion:

Oughton Primary and Nursery school follows the Hertfordshire Guidelines for exclusions, both fixed-term and permanent. The school adheres to the DFE guidance specified in 'Exclusion from maintained schools, Academies and Pupil Referral Units in England:

Statutory Guidance for those with legal Responsibility in Relation to Exclusion-September 2017'. Please see our website for this guidance.

Exclusion is considered the very last resort and the decision is not taken lightly. The decision to exclude must be lawful, reasonable, rationale, proportionate and fair. Wherever possible the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school.

Repeated, inappropriate behaviour, which is not improved through recovery programmes, Parental involvement or sanctions may result in fixed term or permanent exclusion of the pupil. The decision to exclude can only be taken by the Headteacher. A letter is sent to Parents, detailing reasons for the exclusion and the period of the exclusion. If the exclusion is a fixed term, a date is set for an integration meeting with identified staff, Parents, child and the Headteacher. Targets and a support plan is put into place at this time.

Parents can appeal against the Headteacher's decision by contacting the Governing Body, who will then follow the Government statutory guidance regarding appeals.

Promoting Positive Behaviour Policy – Behaviour During the Covid 19 Pandemic

When children return to school after a period at home, due to the Covid 19 Pandemic, school will be very different. Rules and systems will be in place to protect everyone.

These systems are in the Risk Assessments and Letters to Parents, plus the Home/School Agreement. All available on the website.

Our normal rules, as detailed above, apply where possible. However, some adaptations have been necessary to ensure we are keeping the whole school community as safe as possible.

There cannot be reflective and restorative conversations in an enclosed space. Children who are frustrated will be given the opportunity to go a safe staff or the field and 'blow off some steam'. However, if they are unable to calm down quickly and return to their class (or 'bubble') their Parents will be asked to come to assist.

If children become distressed by the different rules or environment, then we will make every attempt to distract them and calm them from a distance. However, if they are unable to calm down and remain distressed, their Parents will be asked to come and assist.

Some behaviours would lead to a fixed term exclusion. These would include unhygienic behaviour, such as spitting or coughing, intentionally or maliciously towards any child or member of staff.

Should these behaviours be repeated after a first exclusion, this could lead to a longer or permanent exclusion at the discretion of the Headteacher.

Our prime concern is keeping all of the staff, children and families at Oughton safe.

Appendix 1 - Acronyms

AH	Assistant Headteacher
HT	Headteacher
IEP	Individual Education Plan
PSHE	Personal, Social and Health Education
PST	Pastoral Support Team
SEN	Special Educational Needs
SIMS	Schools Information Management System
SLT	Senior Leadership Team
TA	Teaching Assistant




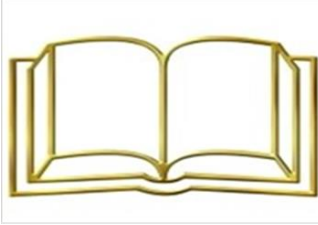
Oughton Primary and Nursery School

Examples of types of ***classroom & playground*** behaviour at each level and sanctions:

Type of behaviour	Sanctions
<ul style="list-style-type: none"> • Calling Out • Distracting others by muttering, fidgeting, fiddling etc. • Swinging on chairs • Pushing and talking in a line or queue or carpet • Drawing on books or dropping litter 	<p style="text-align: center;">You will be given a verbal reminder of expected pro social behaviours</p> <p style="text-align: center;">(see sanctions for persistent behaviour if it continues)</p>
<ul style="list-style-type: none"> • Being rude to an adult or answering back • Refusing to carry out a reasonable request or attempt work including homework 	<p>Time out within the classroom and discussion with class adults to repair and restore relationships.</p> <p style="text-align: center;">(see sanctions for persistent behaviour if it continues)</p>
<p>Persistent:</p> <ul style="list-style-type: none"> • For choosing not to change behaviours and persistently demonstrating the behaviour 	<p>You will receive time out in another class</p> <p>Catch-up time from playtime/lunchtime.</p> <p>Your parents will be informed of persistent behaviours and targets set.</p>
<ul style="list-style-type: none"> • Swearing at someone or offensive language • Damaging property intentionally • Confrontational behaviour • Choosing not to change behaviours. • Name calling – including racism, cultural and gender • Bullying behaviour 	<p>This is serious.</p> <p>You will have reflection time of 45 minutes with SLT at lunchtime. An Incident slip is completed and sent to the member of staff on reflection time duty.</p> <p>Your parents will be informed by class teacher by telephone and a meeting arranged if needed.</p>
<ul style="list-style-type: none"> • Bullying - continual • Stealing • Physical violence against pupils and adults • Fighting • Biting with intent <p>This is not an exhaustive list and there may be other situations deemed at this level by the Headteacher.</p>	<p>This is very serious. An Incident slip is completed to ensure a clear record of the behaviour is kept. Incident slip sent to Head / Assistant Headteachers.</p> <p>Your parents will be contacted and requested to come straight into school.</p> <p>Head / Assistant Headteachers to decide consequences.</p> <p>Possible consequences:</p> <ul style="list-style-type: none"> • Police contacted • Child to spend rest of the day in seclusion with HT/DH/SLT supervision. • Exclusion <p>You may be at risk of being excluded.</p>

Oughton Primary and Nursery School
Reward System

To recognise pupil's achievements and/or positive behaviour Oughton Primary & Nursery School has the following rewards in place to provide positive reinforcement.

Type of Reward	Actions
<p align="center">Verbal Praise</p> 	<p>Member of staff verbally acknowledges your achievements/behaviour</p>
 <p align="center">Class Rewards (Sticker, table points, levels etc.)</p>	<p>You will be given an in class reward from your teacher.</p>
<p align="center">House Points</p> <p align="center">(1, 20, 50, 100, 150, 200, 250, 300)</p>	<p>You will receive a House Point and the more you receive you will be given a House Point certificate from Mrs Clayton in assembly (e.g. 20 House Point Certificate). Well done.</p> <p align="center">At the end of term the winning house will receive a treat!</p>
<p align="center">Positive Play Award</p>	<p>A midday supervisor will choose you for a Positive Play Award for your achievements/behaviour at lunch time and you will receive the certificate in assembly.</p>
<p align="center">Superstar Award</p> 	<p>You will receive a Superstar Certificate in assembly and your parents will be invited to come to assembly.</p>
<p align="center">Golden Book</p> 	<p>Congratulations! This is the highest reward and you should be very proud of yourself for achieving this.</p> <ul style="list-style-type: none"> You will be sent to Mrs Clayton, Mrs Carroll or Mrs Phillipson who will give you a sticker and certificate to take home to show your parents. Your name will be entered in the Golden Book which is displayed in the front entrance. You will be asked to stand up in assembly and have your name will be read out. If you are entered into the Golden Book 3 times you will receive a special certificate and a gift, plus your parents will be invited to come to assembly to see you receive your rewards. If you are entered into the Golden Book 5 times you will receive a £5 gift voucher in assembly and your parents will be invited to come and see you receive your reward. <p align="center">WELL DONE</p>

Behaviour Incident Form

Please ensure all details are completed to enable accurate information is recorded onto SIMS.

Childs name:	Date of incident:
Other Children involved:	

Incident details:

Incident Type	✓
1+-Persistent low level behaviour	
2-Being rude/answering back to an adult	
3-Not changing persistent L2 behaviour	
3-Minor Confrontational Behaviour	
3-Retaliating to Confrontational Behaviour	
3-Innapropriate language being used around school	
3-Continously being rude	
3-Provoking others	
3-Refusing to carry out reasonable requests from adults	
4-Swearing/Offensive language at someone	
4-Damage property intentionally	
4-Confrontational behaviour	
4-Aggressive behaviour inc pushing, grabbing, shoving	
4-Not changing persistent L3 behaviour	
4-Name calling inc racism, cultural and gender*	
4-Bullying behaviour*	
4-Continuously not completing homework	
5-Bullying continual*	
5-Theft	
5-Physical violence towards an adult	
5-Physical violence towards a pupil	
5-Cyberbullying*	
5-Fighting	
5-Biting with intent	
Other (Minor incident)	
Other (Major incident)	

*Type of Bullying – if required	✓
Gender Incident	
Homophobic Incident	
SEND Incident	
Religious Incident	
Other vulnerable characteristic incident	

Activity Type	✓
English	
Maths	
PE	
RE	
Science	
Any other National Curriculum subject	
Break time	
Lunch time	
Playing Football	
School Visit	
In class	
Working in a group in class	
Working in an intervention group in class	
Working in an intervention group outside the class	
Working in pairs	
Working individually	
Assembly	

Location	✓
Corridor	
Classroom	
Classroom locker area	
Dining Hall	
Detention	
Reception	
Gym	
Toilets	
Playing Field	
KS1 Playground	

Location	✓
KS2 Playground	
Music Room	
Outside eating area	
To/From School	
In Walkway	
ICT Suite	
School Hall	
Headteachers office	
FS Playground	
Nursery	

Time	✓	Time	✓
Before School Hours		PM Registration	
AM Registration		Afternoon Session 1:00-3:15	
Morning session (1) 9:00-10:30		End of School	
AM Break		Between School Hours	
Morning Session (2) 10:45-12:00		After School Hours	
Lunch Break			

What happened? / Further information

Primary de-escalation techniques used (please state order in which they were used)		
Verbal advice and support	Offering services of other staff	
Calm talking	Informing of consequences	
Distraction	Taking non-threatening body position	
Reassurance	De-escalation script	
Humour	Clear instructions/warning	
Negotiation	Withdrawal from activity	
Offering choices and options	Diversion	
Number	Description of how technique was employed	
1		
2		
3		
4		
5		

Action Taken	✓	Pupils Role	✓
Verbal Warning		Participant	
Time out - another class		Target	
Time out – seclusion table/chair		Aggressor	
Catch-up Time– playtime		Witness	
Catch-up Time– lunchtime		Bystander	
Reflection Time Parent/Guardian informed			
Reflection Time			
Parental meeting arranged (Follow up)			
Parent to come into school immediately			
Seclusion with HT/DH/SMT			
Fixed Period Exclusion			
Referred to PST			
Permanent Exclusion			
Police Contacted			

Parents/Carers informed by	✓
Telephone	
Letter	
Email	
After school discussion with Parents	

Form completed by:

Witnessed by:

Please pass to the SLT Member who is on duty when you accompany the child.

SLT Action:

SLT signature: Date:



OUGHTON PRIMARY & NURSERY SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY – Foundation Stage

Positive behaviour management in the Foundation Stage is based on high expectations, positive reinforcement and daily communication with parents.

Our expectations are:

- We can do good sitting, listening, looking and talking.
- We can walk indoors.
- We can find an adult to help us solve a problem.
- We can be kind to each other.
- We can do what an adult asks us to do.
- We can look after our toys and equipment.
- We can use kind words when we are talking to each other or adult.
- We can be safe.

Examples of inappropriate behaviour in the Foundation Stage.

Type of behaviour	Response
Inappropriate calling out Distracting others Running indoors Not following expected behaviours – see above	Positive reinforcement eg: 'good sitting', asking the child what is expected. Giving examples of what they should be doing eg 'Please can you walk'.
Physically unkind to others Defying an adult Being destructive Being verbally rude Unsafe behaviour to themselves or others	Time out, followed by immediate discussion with the child about the incident. Discussion with parents at end of the day or by telephone.
Continued behaviour over a period of time	This would result in a more formal meeting with parents and monitoring of behaviour. Depending on the circumstances a referral might be made to the behaviour clinic in the children's centre. In extreme situations the Assistant Headteacher for Inclusion would be involved in writing a behaviour contract/ Plan for behaviour.

Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil • • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • •	Differentiation needed to reduce this over reliance • •

Roots and Fruits



Name	
Supporting Staff	
Date	
Review Date	



Anti-social / difficult / dangerous Behaviours

Pro-social behaviours

