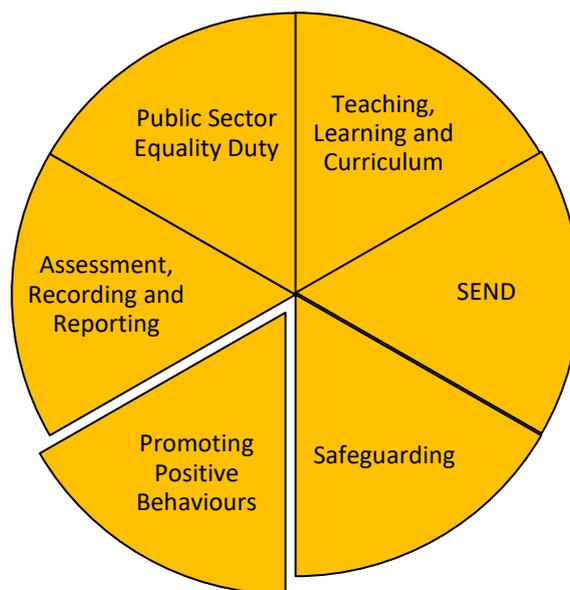




# Promoting Positive Behaviours Policy 2019-21

**Due for review autumn 2021, to reflect restorative approaches –  
CPD Spring 2021**

This policy is one of Alma Park's central policies:



All practitioners must apply our central policies through all their teaching in school. All other curriculum policy statements should be regarded as add on statements to these core beliefs, practices and values. Practitioners must also be familiar with and adhere to our policies on E-Safety, Health and Safety, Medicines and Medical Needs, Anti-Bullying, Food and Drink; and Attendance.

**Date Completed:** Updated September 2015 following stakeholder consultation

**Written by:** Jackie Murray

**Reviewed:** December 2017

**Ratified:** December 2017

**Review:** October 2019



# Alma Park Primary School

## Achievement Partnership Success

---

### Introduction

#### Preamble & Purpose

Ofsted July 2017 confirms that 'Pupils' behaviour is exemplary and parents have full confidence in the school. At the time of the previous inspection behaviour and safety were judged to be outstanding, and this inspection would indicate that this aspect of the school's provision has also been maintained.'

This pleasing statement reflects the hard work and long-term focus on developing a unique school whose strong values and ethos are shared by children, their families, staff and Governors.

This policy promoting positive behaviours provides a framework to facilitate the creation of a happy, safe and orderly environment in which children are encouraged to learn to be caring, responsible people.

#### Alma Park's Behavioural Expectations

We expect our whole school community; children, parents/carers, staff, visitors, school leaders and Governors to support and promote positive behaviours.

#### Expectations for our Children

Children are expected to learn and develop skills, attitudes and values such as:

- Positive self-esteem/self-image
- Tolerance, consideration and respect for other children and all adults
- Co-operation and collaboration
- Negotiation and agreement
- Trust and honesty
- Self-awareness and self-discipline
- Sensitivity and consideration for the feelings of others
- Caring for property and the environment
- Making the right choices and taking responsibility for their actions and for what they say
- Enjoyment of learning

#### Expectations for our Parents/Carers

Children need to know that their parents/carers support Alma Park's ethos, values and expectations. Parents/Carers can do this by:

- Asking their child about his/her school day and school life
  - Encouraging their child and praising his/her achievements
  - Encouraging their child to read regularly and complete homework (Brainbuilder)
-



# Alma Park Primary School

## Achievement Partnership Success

---

- Attending Parents' Evenings, performances, assemblies and social events (PTA Summer Fair)
- Discussing Alma Park's expectations for all of our children (see above)

### **Expectations for our Staff and Visitors**

All adults must provide excellent role models for the children in our care. Consequently, we will expect a consistent 'whole school' approach to exemplify the attitudes and practices underpinning our ethos and values. Adults will:

- Value children as individuals and appreciate their differences, interests and cultural backgrounds
- Promote positive attitudes towards diversity and challenge all forms of discrimination, e.g. sexism, racism, religious intolerance, disability, appearance, sexual orientation, age or family circumstances
- Encourage children to have positive self-esteem, self-image and confidence
- Value and praise positive behaviours demonstrated by our children
- Be attentive, courteous, tolerant, patient and polite
- Demonstrate commitment and enthusiasm for our children by explaining, counselling, reasoning, listening, advising and showing empathy
- Apply behavioural expectations in a clear, fair and consistent manner, including procedures for supporting children with additional needs
- Develop an environment supporting children's capacity for self-discipline, responsibility, care for others, respect, assertiveness and resilience
- Help children to learn strategies for dealing with challenge, failure and peer confrontation e.g. the ability to negotiate in order to resolve disputes
- Inform the senior leadership team (SLT) when there are repeated incidents of inappropriate behaviour

### **Expectations for our School Leaders**

Alma Park's Governors expect the Headteacher to ensure stakeholders continue to support and celebrate our values and ethos. The Headteacher, assisted by the SLT, achieves this by:

- Taking a lead in the establishment of policy and practice promoting positive behaviours
- Supporting all children, families and colleagues with the implementation of the policy
- Taking responsibility for devising and implementing a Teaching and Learning Policy acknowledging its influences on pupils' behaviour, motivation and achievement
- Monitoring and reviewing behaviour throughout school including attendance and punctuality
- Recording incidents of inappropriate behaviour and reporting incidents of serious misconduct
- Evaluating the impact of this policy and ensuring that it is revised as necessary

### **Early Years**

Colleagues in the Early Years settings will apply our Promoting Positive Behaviour Policy and practices in an age appropriate manner. They will adapt the strategies detailed below.



# Alma Park Primary School

## Achievement Partnership Success

---

### **Whole School Rules – Positive Behaviours at Alma Park**

Our expectations for Positive Behaviours are displayed in every teaching area. (appendix 1)

Children are reminded of our expectations when they return to school each September and as required during the course of the year.

Our philosophy is to encourage and praise children for their positive behaviours. All adults work hard to acknowledge and reward children who make good choices e.g. writing names on the "Happy" (Y1-4) or "Positive Choices" (Y5+6) side of the white board is a motivational strategy providing children with visual affirmation and reinforces the desirability of appropriate behaviour.

As a school we recognise the need for a range of strategies encouraging positive behaviours – these strategies need to vary according to the age and profile of individual classes. (appendix 2)

### **Dealing with Inappropriate Behaviour**

Occasionally children make wrong choices and behave inappropriately; such behaviour will be challenged in a sensitive manner. We help children reflect and learn from experience so that in future they make the right choices and avoid repeating poor behaviours. Consequently the focus is upon the behaviour and its impact, not upon the child who may have low self-esteem and self-worth.

Children must take responsibility for their actions and understand there are consequences for inappropriate behaviours. Initially children will be required to complete a 'Reflection Sheet', (appendix 3a+3b) to focus a conversation with an adult. Consequences are detailed in appendix 4, children are reminded of these when they return to school each September and as required during the course of the year.

Inappropriate behaviour is monitored by class teachers; they share behavioural concerns with children's families and the SLT.

Once a behavioural incident has been resolved, it is important to ensure the child has a 'fresh start' and the opportunity to re-engage with our positive behaviours strategies.

As our focus is upon the needs of individual children, 'Blanket' strategies such as challenging whole classes are inappropriate and will not be sanctioned.

### **Supporting Children with Specific Needs**

Some children do not respond to the strategies detailed above and require a specific programme of behavioural support. (appendix 5)

Such programmes will be developed in conjunction with the child, the child's family, class teachers, members of Alma Park's Pastoral Team, SLT and where necessary, with support and guidance from

---



# Alma Park Primary School

## Achievement Partnership Success

---

external agencies.

### **Playtimes and Lunchtimes**

Children are expected to maintain high standards of behaviour throughout the school day – including break-times. We support the right of every child to have an enjoyable break and for all staff to be treated with respect.

Lunchtime Organiser's (LOs) receive regular training to understand their role in promoting positive behaviours. Our children and LOs have developed guidelines/strategies for supporting positive lunchtimes. (appendix 6)

Effective communication is essential, consequently LOs feedback any concerns to class teachers at the end of each lunchtime.

LOs use modified Reflection Sheets to record behavioural incidents. More serious behavioural incidents are referred to the Senior LO, (SLO) and if necessary a SLT member. (appendix 7)

Initially, class teachers will inform parents/carers when their child's behaviour is inappropriate. Members of the SLT or the Headteacher are involved in serious incidents or when behaviour is persistently poor.

Some children need the support of specific strategies to help them manage their break-time behaviours. Such strategies will be developed in conjunction with the child, the family, teachers, members of the Pastoral Team, SLT and if necessary with guidance from external expertise.

The Headteacher will consider alternative lunchtime provision in extreme circumstances.

Playground Play Leaders, (PALs), some of our Y5s, assist younger children at lunchtimes by:

- Helping children develop the confidence to join in games
- Teaching children the skills and rules for different games

The Anti-Bullying Council (ABC), some of our Y6s, provide playtime peer support for all children by:

- Being visible/accessible for children (wearing their ABC caps)
- Talking to and involving children on 'Buddy Benches'
- Helping children resolve disputes
- Providing feedback for adults who are dealing with playtime issues

ABC children are trained by the previous ABC cohort and are supported by a member of the Pastoral Team.



# Alma Park Primary School

## Achievement Partnership Success

---

### **Anti-Bullying**

We take all reports and incidents of bullying seriously as detailed in our Anti Bullying Policy. Our ABC (see above) plays an important role in our anti-bullying strategies.

### **Other Sanctions**

Alma Park is fully committed to inclusion and working with families and other professionals to support the individual behavioural needs of our children; however the Headteacher recognises that it can be necessary to consider the use of exclusion as a sanction for extreme instances of inappropriate behaviour.

Alma Park Governing Body ratified the Exclusions Policy in May 2017.

### **Positive Behaviour Headlines**

Further practical step-by-step guidance is detailed in the, 'Positive Behaviour Headlines' document (appendix 8) that can be found in the Staff Handbook located in the staff room.



# Alma Park Primary School

## Achievement Partnership Success

---

### Appendix 1

#### Positive Behaviours

- We follow instructions the first time they are given
- We are kind – we say or do nothing to offend or upset anyone
- We look after all property
- We keep our hands, feet or any other object to ourselves
- We show consideration for other children and adults at **all** times



# Alma Park Primary School

## Achievement Partnership Success

---

### Appendix 2

### Encouraging Positive Behaviours

#### Individual Strategies

- Praise and acknowledgement of positive behaviour
- Raffle ticket + rewards for KS2 (designed by children – rewards include dancing/drawing/table football/snooker/table tennis with friends in hall, lunchtime computer time/help in Nursery with a friend, 5-a-side game)
- Certificates in Friday assembly
- Postcards of praise/certificates from teachers are sent home
- Children sent to other staff/Head to show good work/other achievement
- Stickers
- Children's names on board (see above). The names to be recorded at the end of the day so that individual children can work towards collecting certificates (25 times = bronze certificate, 50 = silver certificate, 75 = gold certificate, 100 = star badge)
- EYFS – traffic light system – all children begin on **“Orange”** – **class name (i.e. Rec L)** are all great! **“Green”** – “we have done something wow!” write child's name next to it when they have made a good choice/effort! **“Red”** – we will think about making a positive choice – child's name moves to red, however every opportunity is taken to move the child's name back to green when positive choices have been made.
- A name from the board is 'pulled out of a hat' each day – children receive 10 mins on an iPad with a friend
- Star of the Day – carries out whole class responsibilities each day

#### Class Strategies

- All leading to children earning time for the whole class (15 mins Golden Time or extra play per week)
- Earned by Marbles in a jar/table points/names on the board
- Table points



# Alma Park Primary School

## Achievement Partnership Success

---

### Appendix 3a

### Reflection Sheet (Infants – adults to record)

Full name:

Class:

Date:

What happened?

How did you feel?

What should you have done?

How will you make things better?

What could you do if you felt like this again?



# Alma Park Primary School

## Achievement Partnership Success

---

### Appendix 3b

### Reflection Sheet (Juniors – child to record)

Full name:

Class:

Date:

What happened?

How did you feel?

What should you have done?

How will you make things better?

What should you do in the future?



# Alma Park Primary School

## Achievement Partnership Success

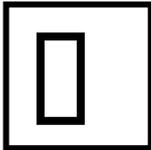
### Appendix 4

#### Consequences Chart

Poor behaviour will lead to the following consequences:

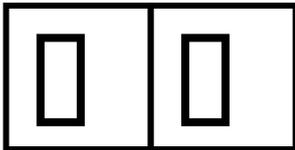
1. Name on the board – 'Unhappy Side', warning

2.



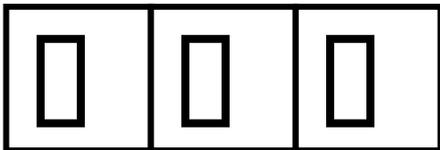
- time out in class

3.



- miss 15 minutes of lunchtime play + complete a Reflection Sheet

4.



- time out in a partner class + complete another Reflection Sheet

Acts of Aggression – straight to 3 ticks, inform SLT and families, complete Reflection Sheet, lunchtime consequence



# Alma Park Primary School

## Achievement Partnership Success

---

### Appendix 5

#### Supporting Children with Additional Needs

- In-depth discussions using knowledge of the child's background, difficulty and need – reference to Pastoral Team
- Keep a log of events and involve the child e.g. Reflections Sheets
- Special focus on positive reinforcement of appropriate behaviour
- Use a range of pictorial charts to reward positive behaviour and monitor with the child over a period of week or longer
- Withdrawal of specific extra-curricular activity/privilege
- Re-appraise our teacher techniques/strategies or tasks
- Share or involve a colleague including Headteacher, Deputy Headteacher or Assistant Headteachers to discuss the issue
- Reinforce positive behaviour through stories in assembly
- Removing child from the activity/situation i.e. Quiet time to reflect and reinforce from 2<sup>nd</sup> colleague
- Thinking time in a quiet space
- The involvement of parent/carer
- The development of an Individual Behaviour Plan (IBP) to support the child and the child's name placed on the Special Needs Register
- Children with more complex behaviours may need an Individual Behaviour Management Plan (IBMP)
- Referral of child to outside agencies with involvement of parents/carers
- Children with behaviour difficulties are also supported by Class teachers/Pastoral Team. This involves the use of home-school liaison books or adapted targets and charts to monitor progress with linked positive outcomes for positive choices
- The intervention of Behaviour Support Service and CAMHS may be sought for some children, with agreement of parents/carers
- Use of Th.Inc Room (Cloud 9)
- Friendship work for small groups of children who are lonely, excluded or continually falling out can be accessed through the Pastoral Team



# Alma Park Primary School

## Achievement Partnership Success

### Appendix 6

#### How LOs Promote Positive Lunchtime Behaviours – July 2014

**Rules** - These are sensible rules that are there to help us all:

- We follow instructions the first time they are given
- We are kind – we say or do nothing to offend or upset anyone
- We look after all property
- We keep our hands, feet or any other object to ourselves
- We show consideration for other children and adults at all times

#### What Happens When Children Choose to Break our Rules?

1. **Low Level Incidents:** Annoying other children, spoiling a game, rough play, not respecting equipment, being in the wrong area – Thornlea- going into the other playground, pushing in line, climbing on railings, messing about after the whistle, cheating at a game, name calling, teasing, spitting (child should clean up)

1<sup>st</sup> - reminder and explanation of why this is not appropriate and apology

2<sup>nd</sup> - stay with L.O 2-3 minutes

Further incidents reported to SLO – consequence of poor choice discussed with child, re. sanctions, note in LO's book and class teacher informed

2. **More Serious Incidents:** cheek to LOs, fighting, swearing, name calling – against Equal Opps, sexist, racist, disability/family, home background, special needs, homophobic, spitting at a child

- Straight to SLO, who will discuss with children and check if children hurt
- Time out – SLT informed
- Child fills in Reflection Sheet (age appropriate) + LO involved adds comments – the sheet is passed on to class teacher (class teacher is informed)
- Time off playground at lunchtime – as age appropriate
- Fighting/incidents of aggression – out of class for 30 mins plus age appropriate lunchtime sanction
- Families informed at end of day by class teacher or SLT

#### **Rewards**

- Certificates awarded in Friday assembly
- Give children stickers
- Give children praise and thanks
- KS2 children may be given a raffle ticket which can give them a chance to win an extra treat
- Children may be given a special responsibility
- Class of the week get an extra 10 mins playtime on a Friday afternoon



# Alma Park Primary School

## Achievement Partnership Success

---

### Guidelines for Lunchtime Organisers

- Always look out for children doing the right thing and praise them. Others will see this happening as children often want to please adults they will modify their behaviour accordingly
- Involve children in games/join in with them
- Avoid being a bystander – always actively patrol your ‘zone’
- Encourage children to participate,
- Do not to shout – children will respond and respect you for talking to them calmly e.g. explaining fair play, rules etc and they respond positively if they see that you are being fair and respectful
- There should be no blanket sanctions
- Give out raffle tickets/stickers for children making positive choices
- Record all incidents – both positive and negative in your book on a daily basis so that you can feedback to your class teacher. Teachers will support you – make sure they have all the facts so that they can respond appropriately

Any matters of a serious nature should be brought to the attention of the SLO who will advise a member of the SLT. Such things might include:

- Flooding of toilets
- Children ignoring LO’s
- Deliberate damage to property

A member of the SLT will decide if large groups of children should be spoken to in order to ensure behaviour is modified.

We recognise the guidance above cannot cater for all incidents, so you may occasionally have to make on the spot decisions/judgements.

Thank you – we hope you have a pleasant playtime also.



# Alma Park Primary School

## Achievement Partnership Success

---

### Appendix 7

#### LO Reflection Sheet (to go on the back of children's sheets)

Full name (child):

Class:

Time:

Date:

What happened?

Sanctions taken?

Reported to SLO (yes/no)?

SLT involvement?