



Positive Behaviour Policy

Autumn 2020

Ethos

At Coates Way we believe that it is important to set early ground rules for positive behaviour, to clear the way for great learning and ensure that our whole school community can get the most benefit from their time with us. It is a big focus for our school that all of our children feel supported and secure to ensure they have solid foundations for learning. We believe that through modelling respect, kindness and empathy we will foster the same values within our children. We nurture their individuality through a holistic approach, where we understand that each child learns in their own unique way.

The school embraces the principles of Hertfordshire Steps which is an inclusive approach recognising, '*Positive experiences create positive feelings*' (Hertfordshire Steps, 2016).

Pastoral Aims

- ❖ We are welcoming and inclusive
- ❖ We have effective relationships built on respect
- ❖ We promote positive behaviour
- ❖ We listen
- ❖ We celebrate achievement and successes
- ❖ We encourage independence and personal confidence
- ❖ We encourage a culture of risk taking
- ❖ We demonstrate a fair and consistent attitude via a planned approach to individuals
- ❖ We embed lifelong internal discipline to ensure our pupils make positive choices within society

Promoting Positive Behaviour

All adults at Coates Way will treat children with respect, kindness, value their positive contribution to school and teach them the difference between right and wrong. We will celebrate their successes and '*catch them getting it right*' (Hertfordshire Steps 2016). This will be achieved in an environment that offers positive experiences and a sense of internal reward that allows all children to flourish. In addition to the school rules, every class will agree, with the children, a set of class rules to follow throughout the year.

Planned Responses

At Coates Way we believe '*every child deserves the best possible start in life and the support that enables them to fulfil their potential*' (EYFS September 2014). With this in mind we will provide the children with a consistent approach that praises positive behaviours and allows them opportunities to reflect upon the choices they have made. The following behaviour stages will be adopted in the school but adjusted for children depending on their age and development.

Behaviour Stages	What it might look like	All staff <u>must</u> ...	Some staff <u>may</u> ...
0	<p>Following our school and class rules</p> <p>Sitting well on the carpet/at the table</p> <p>Showing good listening skills</p> <p>Positive, polite communication</p> <p>Being kind and helpful</p> <p>Showing respect to whole school community, including property</p> <p>Trying their best at their learning</p> <p>Having a go</p>	<p>Give verbal praise and encouragement</p> <p>Give certificates and celebration assemblies</p> <p>House points for Year 2 – Year 6</p> <p>Give a Governor Award once a year</p> <p>Display children’s work</p> <p>Share good news with a parent/carer weekly</p>	<p>Refer to phrases displayed on ‘50 Ways to Praise’</p> <p>Give stickers</p> <p>Share good work with Senior Leaders</p> <p>Class and individual rewards appropriate to their age range</p>
1	<p>Low-level disruption, e.g. calling out or talking over others</p> <p>Not following class or school rules e.g. not sharing equipment</p> <p>Not following accepted class routines e.g. lining up</p> <p>Being unwilling to have a go at their work</p>	<p>Use positive phrasing to emphasise the correct behaviour</p> <p>Reminder of what positive behaviour looks like</p> <p>Verbal or visual warning</p> <p>Move child away to work at a concentration station</p> <p>Discuss behaviour choices with child at an appropriate time</p> <p>Review teaching approaches for the child</p>	<p>Use other pupils as examples of positive behaviour</p> <p>Give the child two appropriate positive behaviour choices</p> <p>Use visual cards as a positive reminder</p>

2	<p>Continuous Stage 1 behaviour, plus:</p> <p>Affecting other children's learning or playing e.g. continuously disrupting others</p> <p>Using negative verbal and body language e.g. unkind words, swearing or hand gestures</p> <p>Leaving the room without permission</p>	<p>As Stage 1, plus:</p> <p>Provide an educational consequence e.g. observation of modelled behaviour</p> <p>Request the child/children finishes work or practices positive behaviours at a chosen appropriate time e.g. break or lunch time</p>	<p>Discuss behaviour with parents/carers</p> <p>Discuss behaviour with child and Senior Leader</p>
3	<p>Repeating Stage 1 or 2 behaviours, plus:</p> <p>Damaging equipment or people's belongings</p> <p>Being aggressive, e.g. pushing, pinching, shoving, spitting, biting</p> <p>Excluding others from activities or games</p> <p>Use of inappropriate subject matter e.g. of a sexual nature</p>	<p>As Stages 1 and 2, plus:</p> <p>Remove child/children from the situation and provide opportunity to: calm down, reflect, repair and restore</p> <p>Removal from privileges for chosen period of time</p>	<p>Inform parents/carers</p> <p>Inform Senior Leader</p> <p>Log behaviour on school incident system</p>
4	<p>Repeating Stage 1, 2 or 3 behaviours, plus:</p> <p>Causing physical harm to others</p> <p>Making racist, homophobic, or other discriminative remarks</p> <p>Incidents of bullying or cyber-bullying, peer on peer abuse, in or out of school</p> <p>Putting themselves or others in danger</p>	<p>As Stages 1, 2 and 3, plus:</p> <p>Use de-escalation script</p> <p>Disempower the behaviour</p> <p>Inform parents/carers</p> <p>Inform Senior Leader</p> <p>Log behaviour on school incident system</p>	<p>The school <u>may</u>:</p> <p>Exclude a pupil (see details below)</p>

We understand that all children are different and some of our pupils may have presenting needs that requires a different approach from staff. For instance, those identified with having Special Educational Needs or Social, Emotional and Mental Health Needs may need an individualised plan.

Exclusions

Exclusion will only be considered as a last resort if all the preventative strategies have been tried and documented. The school has the right to exclude a pupil from school for a fixed period of time (up to 45 days in a year), or permanently, in the following circumstances: a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The school follows local and national guidance on fixed and permanent exclusion.

Summary

We ensure that there is a clear and consistent system of sanctions and rewards to enable all pupils to learn in a positive environment. Our vision also sets out our aim of helping young people to become independent and socially confident. To this end, our approaches to positive behaviour management have the aim of increasing self-discipline and responsibility in our pupils.

Review date: Autumn 2021