# Positive Behaviour Management Policy

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Hemingford Grey SCHOOL

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| **Approved by:** | [Name] | **Date:** | [Date] |
| **Last reviewed on:** | [Date] | | |
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Positive Behaviour Management Policy

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'*

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## 1. Introduction and Aims

Our school's central purpose is to provide the best learning for our children and improve their overall wellbeing. Our school values every member of our school community and we strive to ensure that each individual is treated fairly and with respect to build positive relationships. A fundamental aspect of our approach is understanding the behaviour is closely linked to social and emotional development. We aim to educate the children in managing, understanding and developing their behaviour to enable them to become flourishing citizens.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

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## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

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## 3. Whole School Therapeutic Approach to Behaviour

*'A therapeutic approach to behaviour is one that prioritises the prosocial experiences and feelings of everyone within the dynamic.'*

Our staff at Hemingford Grey Primary School know how to promote pro social behaviour and manage antisocial, difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating. Our staff focus on de-escalations and preventative strategies rather than focusing solely on reactive strategies. We promote the inseparable link between teaching, learning and behaviour.

We support pupils manage their own behaviour appropriately working with children's experiences and feelings to create an internal discipline. A restorative approach is a philosophy that sees relationships as central to learning and growth. There is a focus on building, maintaining and when needed repairing among all members of our school community.

*'The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.'*

Angela Wadham 2009

## 4. Promoting Pro Social Behaviour

We expect all members of our school community to promote pro social behaviours by celebrating and praising children's personal achievements when they occur. Regular sharing of achievements will be a central part of our school routine, this could include sharing with staff, peers and families. Working together in their Houses, children will have the opportunity to collect House Points by displaying pro social behaviours in all aspects of the school day. Children will be recognised collectively or individually for promoting pro social behaviours that reflect our 6R's; Relationships, Respect, Resourceful, Resilience, Reflective, Risk-taking.

Punishment is a negative experience which leads to negative feelings, which leads to negative behaviours. Therefore, as a school our staff will use protective and educational consequences to both protect and educate the children.

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## 5. Protective Consequences

Protective consequences are the removal of a freedom to manage harm. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequence. Protective consequences are solely to ensure no further harm occurs in the short term.

These could include:

- Removal of equipment If being used unsafely
- Removal from situations
- Time to reflect in a safe space
- Personalised individual plan
- Physical restraint (see Appendix 1)
- Exclusions (see Appendix 2)

## 6. Educational Consequences

Educational consequences are always essential. We will be able to show how we have helped children develop new skills or new ways of thinking through discussion, debrief, activity or rehearsing. Educational consequences provide children with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

These could include:

- 1-1 time with a member of staff
- Repair time with those affected
- Parental involvement when needed

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn
2. How am I going to teach them

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## 7. Roles and responsibilities

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| **The governing board** | The Hemingford Grey Governing Body is responsible for approving the behaviour policy.<br><br>The Hemingford Grey Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. |
| **The headteacher** | The headteacher is responsible for reviewing this behaviour policy in conjunction with the Hemingford Grey Governing Body. The headteacher will also approve this policy.<br><br>The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure the restorative Step On approach is used.<br><br>The headteacher will ensure that all staff are training in the Step On approach as a part of induction. |
| **Staff** | Staff are responsible for:<br>• Implementing the behaviour policy consistently<br>• Modelling positive behaviour<br>• Providing a personalised approach to the specific behavioural needs of particular pupils – using Anxiety Mapping and other strategies as identified with the Inclusion Manager.<br>• Recording behaviour incidents on My Concern that have been followed up by the school's senior leadership team.<br><br>The senior leadership team will support staff in responding to behaviour incidents. |
| **Parents and Carers** | Parents are expected to:<br>• Support their child in understanding protective and educational consequences |

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| | • Inform the school of any changes in circumstances that may affect their child's behaviour<br>• Discuss any concerns with the class teacher promptly |
| **Pupils** | Pupils are expected to:<br>• Have a 'can do' attitude<br>• Demonstrate a 6R's approach to all learning to make it possible for all pupils to learn:<br>  ○ Show Respect to each other, members of staff and visitors<br>  ○ Reflect on protective and educational consequences<br>  ○ Show Resilience when overcoming challenge<br>  ○ Build Relationships with other pupils and staff in school<br>  ○ Be Resourceful<br>  ○ Take Risks within a Growth Mindset approach to all learning, including emotional and social learning |

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## 8. Children with Specific Needs

Children with complex needs are expected to follow this behaviour policy but may also have additional behaviour management plan to support their specific needs. Our response to an incident may be affected by the child's specific needs.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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## 9. Training

Our staff are provided with training on managing behaviour following the Cambridgeshire Local Authority recommended 'Step On' approach as part of their induction programme. 'Step Up' training, for individualised, proper use of restraint, is given to staff members when appropriate to a particular pupil and the strategy is recognised in an individualised plan.

Behaviour management will also form part of continuing professional development.

## 10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Hemingford Grey Governing Body every year. At each review, the policy will be approved.

The school leadership will review the policy and related procedures half termly. Monitoring of learning will link to behaviour for learning and the behaviour policy.

## 11. Conclusion

Every member of our Hemingford Grey Primary School community are expected to behave in a pro social way towards others. All members of our community must be treated fairly and that this policy is applied in a fair and consistent way to all irrespective of gender, race, religion, culture, sexual orientation, social class, disability, special educational need, appearance or health related conditions.

Families are expected to promote our school values with their children as agreed in the Home/School agreement and support school staff when antisocial behaviour needs addressing.

There is a separate Anti-Bullying Policy to address bullying behaviour. See Appendix 3

There is a separate Exclusions Policy to address fixed term and permanent exclusions. See Appendix 2.

*'Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.'*

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## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Equality policy
- Safeguarding policy
- Anti-bullying policy
- Physical Intervention Policy

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## Appendix 1. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see Physical Intervention Policy

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## Appendix 2. Exclusions

Only the Head teacher can exclude a pupil for either a fixed period or permanently. Exclusions will only be issued in response to 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 the school. Procedures will follow current statutory guidance provided by the DfE.

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## Appendix 3. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Bullying can include:

| Type of bullying | Definition |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking |

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| | sites, messaging apps or gaming sites |

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