Positive Behaviour Policy

Empowering every child to

‘Be Powerful’

Agreed Date:	Review Date:	Person Responsible
September 2023	September 2024	LS/JS

At Atlas Community Primary School we believe that positive behaviour is an essential condition for effective learning and for happy children and staff.

We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. As a whole school community we expect high standards of personal behaviour, which are based on respect for every individual. We place self-discipline, self-worth and responsibility at the heart of all that we do in order to provide opportunities for all pupils to thrive and develop.

We believe that pupils learn best when they feel safe and happy in school. Positive behaviour enables all pupils to feel valued, cared for and safe.

In order to promote positive behaviour, we aim to emphasise potential, rewarding successes both inside and outside of school; giving praise for effort and achievement. We also recognise that pupils need to feel a real sense of fairness and justice, and as such understand the need for appropriate and consistent sanctions when standards are not maintained.

We expect all adults in our setting to provide the highest example of care, consideration and respectful behaviour, fostering positive and effective learning behaviours. Through our curriculum values, we believe that all children can develop high levels of independence and self-discipline which will prepare them well for life. We ask that parents and carers work with the school in helping to foster positive attitudes and behaviour.

Our 'Beehave' Mantras for everyone in school are:

Be respectful
Be kind

Be truthful
Be powerful

Aims of our policy:

This policy exists to provide a framework for supporting the aims of Atlas Community Primary School and to ensure the wellbeing of every individual in our school community. It will do this through:

Providing a calm, purposeful atmosphere throughout the school

Using positive language and the language of choice to enable pupils to develop an understanding of personal responsibility

Helping our children to be caring, thoughtful individuals who respect and value the thoughts, feelings, opinions, beliefs, property and differences of others

Encouraging increasing independence and self-discipline so that each child learns to be responsible for their own actions

A fair and consistent approach to behaviour throughout the school with parental cooperation and involvement

Helping every child to develop healthy levels of self-esteem

Creating a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded

Working alongside parents and carers to help our children to develop socially, emotionally, academically, orally and spiritually in preparation for a positive role in society

Ensuring that everyone is clear about their role when managing pupils' behaviour

Making sure that the children are aware of unsafe and unacceptable behaviour, and Affording equal opportunities to all individuals

Developing skills (in both adults and children) to resolve conflict and differences of opinion with sensitivity

Developing an understanding of the rights and responsibilities

Encouraging Positive Behaviour:

We support positive behaviour and positive environment through:

A consistent approach by every member of the school community

Teaching pupils to recognise, label and talk about their own emotions, and develop strategies to manage these

Monitoring pupil attendance and taking swift action where necessary

Developing the voice of the child by providing opportunities to present, discuss, debate, give opinions and lead (e.g Head Pupils/School Council/Eco Team/Buddies/Librarians/Digital Leaders)

Encouraging pupils to see themselves as part of the whole school community and recognise their responsibility within this

Encouraging every individual to take pride in their school and its environment

Ensuring a positive and consistent approach to playtimes and lunchtimes

Providing a welcoming, calm and inviting learning environment

Offering a broad, balanced and relevant curriculum which offers opportunity to develop the whole child

At Alas Community Primary School, we believe that consistent messages from all members of staff ensure fairness for all pupils.

These messages are set out in our Pupil Code of Conduct:

Atlas Code of Conduct – Pupils

For a safe and happy school, we are expected to…

Arrive at school on time, every day
Wear the correct school uniform

Show respect to every member of our community Be honest, well-mannered and kind

Take pride in our school building and look after its contents Walk sensibly and quietly in the corridors

Keep our school tidy and litter free Set a good example to others
Exercise self-control

Be Respectful   **Be Kind**   **Be Truthful**

Be Powerful

This code is displayed in all classrooms and is agreed by the children.

If children do not meet any of these standards for any reason, we all need to consistently speak to them using the same language – always referring to whether they are displaying our mantras:

Be Respectful

Be Kind

Be Truthful

When we speak about whether the children have behaved within these mantras, we will speak to them about how 'powerful' their choices are in terms of their consequences – and how they have to use their power for good.
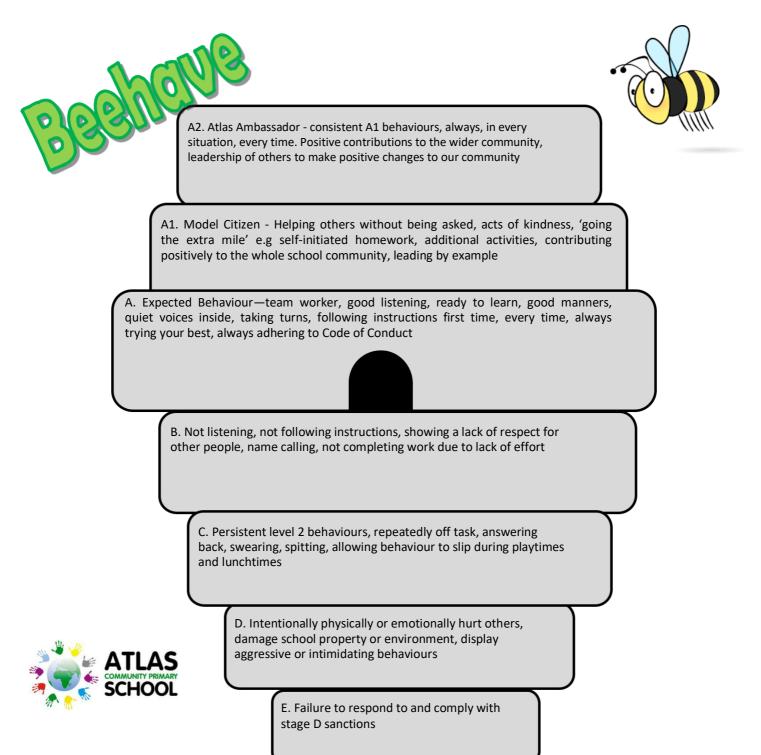
Consistency is key:

Our 'Beehave' shows pupils, parents and staff a clear guide to behaviour levels and to the rewards and sanctions which accompany them.

These are displayed in every classroom and are agreed by all staff and pupils.
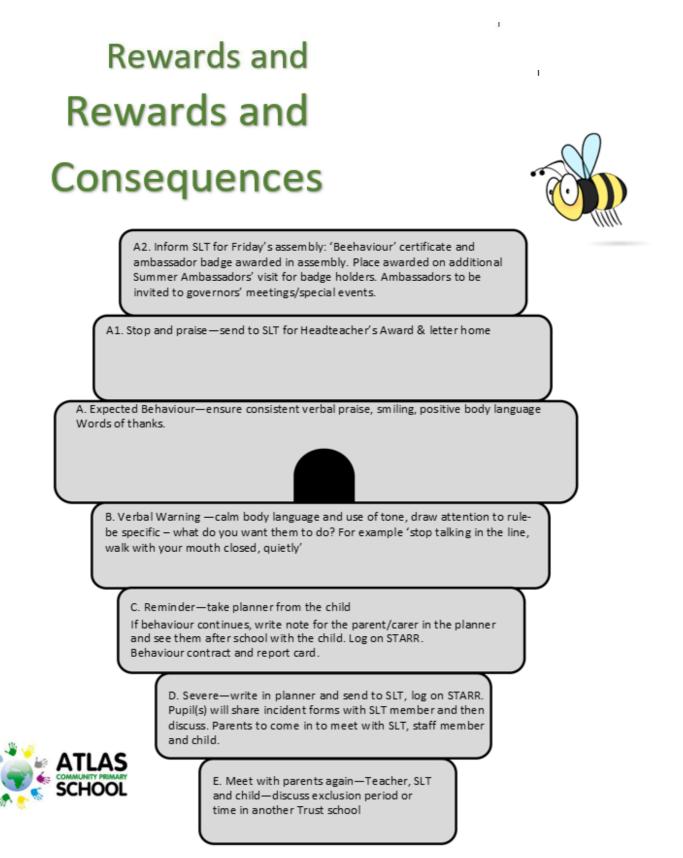
The highest expectations should be afforded to all pupils – every single pupil can be an Atlas Ambassador and should strive for this, however it is our responsibility to offer the opportunities and environment in which they can flourish.

All children are given a warning, a reminder and a consequence.

A2. Atlas Ambassador - consistent A1 behaviours, always, in every situation, every time. Positive contributions to the wider community, leadership of others to make positive changes to our community

A1. Model Citizen - Helping others without being asked, acts of kindness, 'going the extra mile' e.g self-initiated homework, additional activities, contributing positively to the whole school community, leading by example

A. Expected Behaviour—team worker, good listening, ready to learn, good manners, quiet voices inside, taking turns, following instructions first time, every time, always trying your best, always adhering to Code of Conduct

B. Not listening, not following instructions, showing a lack of respect for other people, name calling, not completing work due to lack of effort

C. Persistent level 2 behaviours, repeatedly off task, answering back, swearing, spitting, allowing behaviour to slip during playtimes and lunchtimes

D. Intentionally physically or emotionally hurt others, damage school property or environment, display aggressive or intimidating behaviours

E. Failure to respond to and comply with stage D sanctions

Consistency is key:

ALL members of staff must follow this document so that ALL children are treated equally and fairly.

Rewards and
Rewards and
Consequences

A2. Inform SLT for Friday's assembly: 'Beehaviour' certificate and ambassador badge awarded in assembly. Place awarded on additional Summer Ambassadors' visit for badge holders. Ambassadors to be invited to governors' meetings/special events.

A1. Stop and praise—send to SLT for Headteacher's Award & letter home

A. Expected Behaviour—ensure consistent verbal praise, smiling, positive body language
Words of thanks.

B. Verbal Warning —calm body language and use of tone, draw attention to rule- be specific – what do you want them to do? For example 'stop talking in the line, walk with your mouth closed, quietly'

C. Reminder—take planner from the child
If behaviour continues, write note for the parent/carer in the planner and see them after school with the child. Log on STARR.
Behaviour contract and report card.

D. Severe—write in planner and send to SLT, log on STARR. Pupil(s) will share incident forms with SLT member and then discuss. Parents to come in to meet with SLT, staff member and child.

E. Meet with parents again—Teacher, SLT and child—discuss exclusion period or time in another Trust school

ATLAS
COMMUNITY PRIMARY
SCHOOL

Levels of behaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Severe
Fidgeting	Constantly shouting out	Serious assault
Being silly, e.g giggling in class	Poor effort	Vandalism e.g damage to school property
Talking in class when they should be listening	Distracting others repeatedly	Physical/verbal threats made to staff or pupils
Late for school/forgotten PE Kit or planner, incorrect uniform	Poor attendance	Use of or in possession of drugs/solvents
Failing to stay on task	Continuously unprepared – no planner/no PE kit/not completed homework/not reading at home	Violent outbursts (verbal or physical)
Bad language (one-off)	Continually wearing items of non-uniform	Persistent, deliberate hurt to others – targeted
Dropping litter/failing to tidy after themselves	Ignoring adults	Leaving school without permission
Unkind remarks (one-off)	Stealing	
Telling tales to get others in trouble	Aggressive behaviour or language	
Leaving people out (one-off)	Repeatedly unkind or leaving people out	
	Persistent bad language	

Positive Behaviour Management:

Listed below are a range of strategies which can be used within our 'Beehave' to reinforce positive behaviours:

Positive feedback - Acknowledge/Approve/Affirm

acknowledge (notice and describe the behaviour), approve (say why it is good) and affirm (apply a positive to the pupil, eg 'thank you for tidying up so quickly – you are a fantastic helper!')

Positive correction – tell the pupils what you want them to do; not what you don't want

them to do, e.g 'please walk' instead of 'don't run'. Avoid the use of 'stop' or 'don't'.

Positive repetition – when you give an instruction, ask someone who is following the instruction to repeat and affirm it rather than focusing on someone who isn't yet following it

– focus on the good.

Non-verbal cues – looking, waiting, gesturing

Give time – Give a clear instruction in a non-confrontational way, then move away from the

pupil with a clear expectation that the pupil will comply

Re-direction – repeat direction without being side-tracked. Use thanks and move away – do

not stand over/intimidate/confront pupil.

Tactically ignore – ignore any secondary behaviours if the pupil is compliant with the primary behaviour request, e.g if the pupil begins the task (primary behaviour) when reminded, ignore any secondary behaviours e.g huffing/muttering/eye-roll. If you jump

onto this behaviour, it will escalate.

Physical proximity – move closer within the room.

Distraction/Diversion – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour, e.g if you feel that they are displaying the

behaviour to gain attention or time.

Clear Expectations – e.g 'when we come in from break, I will be looking for…'

Where/What – ask rather than tell, e.g 'where should you be?'/'what should you be doing?'

Choices – e.g 'you can put the toy down on my desk or away in your bag – which one are you

going to do?'

Broken Record – calmly repeat the request or rule or consequence; do not be drawn into an

argument, stay neutral

Private Reprimand – a quiet word rather than a public confrontation or humiliation

Repair & Rebuild – as soon as possible after a reprimand, find an opportunity to say

something positive about the pupil to affirm your positive relationship

It is important to involve parents in positive behaviour conversations – talk to parents about positive behaviour and celebrate this continually. This reinforces positive relationships throughout the school and is vital in sending consistent messages.

Dealing With Difficult Situations:

When dealing with challenging situations, adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and strategies which may be useful:

Stay calm

Use a quiet voice

Use neutral language and keep it to a minimum

> **Avoid invading personal space unless their safety deems it necessary Avoid prolonged eye contact**

Stand still

State expectations clearly

> **Remind pupils of expectations and/or consequences (use cautiously) State what will happen next**

Remove the 'audience' if necessary

> **Withdrawal – move the pupil away from the group for a short period – use the Zen Den as a base. This models a non-violent, non-confrontational response, gives 'cooling off' time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protect the rights of all.**
>
> **Time to talk – offer the pupil a safe space to air their feelings Exiting (see Safe Handling Policy, Team Teach)**

Always remember to give a thought-driven, professional response to any pupil's behaviour

> **with a view to de-escalating the situation for all concerned**
>
> **All behaviour is a means of communication. Habitual behaviour serves a purpose, but more appropriate behaviour can be learned with help from us. How we as adults choose to respond is so important in teaching pupils how to deal with their feelings and emotions,**
>
> **and in teaching and achieving the desired behaviour**
>
> **Consistency of approach from EVERY adult**
>
> **Teach the pupils that you *absolutely* care about them, even when they display challenging behaviour, e.g 'I want you to succeed', 'you have the power to change this', 'you are responsible and you can do this'**

Partnership with Parents

Parents will always be informed of issues in a measured way. This will be done politely and in private (i.e not at the cloakroom door in front of other parents) Please be mindful of any circumstances which would make this difficult and ask for support accordingly. The teacher can work with parents to find the best way forward, for example a home/school behaviour chart.

Where other children are involved, parents are strongly advised to approach teaching staff or SLT and not approach the child or their parents directly.

Causes of Inappropriate Behaviour:

There are a number of 'in school factors' and 'out of school factors' which can lead to inappropriate behaviour, which must be considered:

In School Factors
The Environment Lack of proper ventilation Physical problems – e.g limited space to move   Special occasions which make things 'different' or 'out of routine' – e.g fire drills, Christmas, parents' workshops, celebration days etc…

The Child
 	
Tired due to lack of adequate rest
    Hungry due to insufficient or inappropriate food Poor or inappropriate social skills
    A need for attention from peers/teachers/parent Low self-esteem
    Medical problems
    Bullying
    SEN

The Teacher
 	
    Offering poorly planned/differentiated curriculum leading to frustration or boredom Lack of clarity in explaining expectations for behaviour or subject matter
Pupils' lack of knowledge due to poor or confusing instruction
Poor management skills such as being inconsistent, laissez-faire, over-reliance on
    domination, being 'pals', lack of reinforcement of inappropriate behaviour
    Lack of professional conduct and/or professional development Teacher stress – not seeking help

Out of School Factors

The Environment

Lack of appropriate sleeping arrangements

Physical problems – e.g limited space to move/play

Special occasions which make things 'different' or 'out of routine' – e.g family weddings,

Ramadaan, Eid, parents or family members abroad
Lack of emotional support or talk at home
Lack of routine and boundaries at home

Family Circumstances

Child's position in the family

Child's relationships with parents/siblings/grandparents etc…

Family feud

Separation/Divorce/Bereavement
Poor mental health

Family trauma

Family member in prison

Involvement with other agencies (e.g Early Help, Medical, Social Care) Alcohol/drug use

ACE's

The Neighbourhood

Peer relationships

Child's access to other peer groups

Bullying

Disturbance

In all cases, if you have concerns regarding a child's behaviour – log it, report it, take advice.