Windermere Primary School

Positive Behaviour Policy

Approved by Governors	September 2023
Review Date	September 2024

Principles:

This policy is written using the Statement of [Behaviour Principles](#) of the Governing Body and with reference to the DFE's ['Behaviour in schools'](#) document 2022.

Windermere Primary School is fully committed to maintaining a safe, happy and inclusive environment that is conducive to effective teaching and learning. Our pupils are the citizens of tomorrow and we recognise that we hold an important position in the wider community. Therefore, it is of the upmost importance that everyone at Windermere Primary School takes a proactive role to shape our pupils into fully developed and valuable citizens.

Philosophy:

We believe that we can teach positive behaviour, not just enforce it, so that all children can learn the skills of self-management and internal discipline and this in turn will give them the best chance possible to achieve their potential. We believe that inappropriate behaviour, contrary to school expectations, should be dealt with using consequences and restorative actions and conversations which give the opportunity for the child to learn from their actions.

Aims:

Windermere Primary has adopted Therapeutic Thinking Hertfordshire Steps, which is the local authority's preferred approach to supporting positive behaviour management in schools. The Therapeutic Thinking Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. Staff are trained in this approach which is refreshed annually.

Our aim is to promote positive behaviour that enables children to develop self-respect, awareness and sensitivity to others fostering a desire to learn and achieve high standards. We want every member of our school community to feel safe, to be valued, respected and treated fairly, recognising that everyone is unique and has different strengths. Children have the right to learn, and teachers have the right to teach, and positive behaviour and self-discipline are essential for this to happen with supportive partnerships between school, parents and children. We have high expectations of behaviour for learning and behaviour for community so all pupils can develop the confidence to try new challenges.

Roles and responsibilities:

In order to achieve the above aims, all members of the school community have an important part to play.

The Governing Body is responsible for:
- Treating all members of the school community with respect
- Monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation
- Reviewing and approving this behaviour policy in line with the high expectations as set out within the Statement of Behaviour Principles

The Headteacher is responsible for:
- Treating all members of the school community with respect
- Setting, maintaining and modelling high expectations.
- Forming a good relationship with parents so that all children can see that key adults in their lives share a common aim.

- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently.
- Ensuring annual training is provided on the Steps approach as well as linked policies and practices.
- Ensuring that the school environment encourages positive behaviour.
- Supporting staff to deal effectively with inappropriate or undesirable behaviour.
- Staff inductions including behaviour focus.

Staff are responsible for:
- Treating all members of the community with respect
- Maintaining and modelling high expectations
- Implementing the behaviour policy and rewards system consistently
- Supporting new pupils with understanding behaviour expectations
- Create a safe, calm and pleasant environment, physically and emotionally
- Providing a challenging, interesting and relevant curriculum which has sufficient scaffold and differentiation
- Forming a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in our online recording system
- Working closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties

Parents are responsible for:
- Treating all members of the school community with respect
- Establishing good relations with the school
- Supporting the school's implementation of the Positive Behaviour Policy
- Give full support if their child's behaviour is giving us cause for concern so that we can work in partnership to help the child
- Showing an interest in all that their child does in school
- Ensuring their child attends school regularly, notifying the school of reasons for absence
- Ensuring their child arrives on time and fully prepared for school
- Informing the school of any changes in circumstance that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly

Pupils are responsible for:
- Treating all members of the school community with respect
- Working to the best of their abilities, and allow others to do the same
- Following the school Positive Behaviour Policy
- Following the instructions of the school staff
- Taking care of property and the environment in and out of school
- Having confidence in trying new things and making mistakes
- Cooperating with other children and adults
- Accepting consequences if given and engaging in the reflection/restorative process

Recognition and rewards
We will always endeavour to focus on positive behaviour. We will praise and reward children's efforts throughout the school day. At all times we encourage and promote the belief that positive

behaviour and successes within school life are intrinsic rewards in themselves and do not always require a tangible reward. Pupils are involved in deciding rewards through the pupil council.

At the beginning of the academic year, each class teacher, working with their class, uses the school values of Learn Together, Grow Together to develop a class agreement of how they are going demonstrate the expectations, using non-negotiables as a starting point, which can be referred to during the year to praise and to remind. We believe that praise is the most effective way of rewarding effort and appropriate behaviour.

We recognise effort through:

House points and Headteacher stickers:
House points are rewarded for effort, perseverance or conduct, improved standards of work beyond personal targets, acts of kindness or focused teamwork. These are collated across the school and go towards the House cup. Children receive a certificate when they achieve a set number of points. Specific guidance on awarding House points is provided to all staff. The Headteacher may also award special stickers when class teachers send children to share any positive learning or behaviour.

Certificates:
Each week teachers, support staff and classmates nominate a child from each class to be 'Child of the Week'. Each week is themed according to the assembly themes.
Termly certificate assemblies acknowledge efforts and improvements in a range of areas and parents are invited to share in their children's successes.

Other achievements are also celebrated in our awards assembly, such as participation in sporting and performing arts events within and outside of school. Postcards may be used to recognise acts of kindness and particular effort which will be sent directly to parents. Texts may also be used to communicate successes.

Headteacher's Hot Chocolate:
Every half term, the class teacher will select 2 pupils from their class who have consistently demonstrated a positive attitude to school life. They are invited to a special hot chocolate treat with the Headteacher or Deputy Headteacher. These pupils will be awarded with a special certificate.

Behaviours for learning	Behaviours for community	Behaviours for self
Cooperating with others Sharing resources Waiting to speak so not interrupting others Listening to adults and children when they are speaking and responding appropriately to what is said Following instructions Asking for permission before getting up and moving around the classroom Using appropriate language at all times	Treating others with respect and kindness Respecting other peoples' cultures and religions Respecting resources and school grounds Helping an individual in need Volunteering time Tidying the classroom unprompted Picking up litter Holding the door open for someone Knocking on office doors before entering	Showing commitment to learning Taking pride in own learning and progress Trying challenges Focusing on work Accepting adults' decisions

| | Waiting to be spoken to on entering an office or other classroom
Saying 'please', 'thank you', 'excuse me' and 'sorry' where needed
Moving to allow others to pass calmly in corridors or during transitions
Responding to others around the school i.e. 'saying good morning' or with a smile
Covering mouth and nose when coughing or sneezing
Not speaking with food in the mouth | |

Consequences and reflections

If a child makes poor behaviour choices or displays unproductive behaviour, it is essential that they understand that it is the behaviour that is unacceptable and not the child as a person. Poor behaviour choices or unproductive behaviour should not be a barrier to learning, either for the individual or others. If children make poor behaviour choices or display unproductive behaviour, they know there will be consequences. These will be determined by the class teacher and will depend on the ages of the child and their individual needs. We use a staged approach to consequences. Below are some examples of the behaviours that would be typical of each stage. (N.B. this is not an exhaustive list and teachers will use their professional judgement and experience to determine the appropriate stage).

Children with SEND:

Some children with very specific difficulties understandably find it hard to understand and meet the expectations laid out in this policy. In such situations, we differentiate and adapt our approach in an appropriate way to help the individual child to achieve success. We also seek to gather and implement advice and support from specialist services if needed and this is reviewed regularly.

Behaviours	Interventions/consequences
RESET – positive terminology used to give pupils opportunity to 'reset' and change a presented behaviour. Each session is a new session – if a behaviour is presented across more than 1 session in a day, staff need to explore what is prompting that behaviour and how they can work with pupil to overcome or redirect	(These are a guide. The circumstances of the incident will determine what action is taken)
Stage 1: Low-level behaviour Includes: chatting, calling out, swinging on chairs, wandering around classroom, talking when others are talking, fussing and fidgeting, making noises, interrupting/distracting others, making faces/gestures and tapping pencils. Outside: ignoring the whistle, mistreating the outside environment.	• Proximal praise used first to children modelling positive behaviour • Quiet word or gesture towards individual/group • Verbal warning and reminded of expectations
Stage 2: Mid-level behaviour Repeating any of the above when positively prompted not to. Includes: pushing/shoving, answering back/mumbling under breath, spoiling someone's learning, name-calling, refusing to follow instructions, throwing objects, put-downs and the occasional swear word.	• Time out of lesson with a teaching assistant to reflect, reset and restore if needed at that time • Limited choice for an instruction (Will you work now or at breaktime?) • Disempowering the behaviour (Go to the year _ classroom for 5 minutes to reset) • Use of de-escalation script • Kept back from break or lunch to complete work (up to 10 minutes) • Reflection with teacher or teaching assistant (put on to CPOMS) • Parent/carer informed
Stage 3: High-level behaviour Persisting in any of above, having been asked to stop. Includes: leaving classroom without permission, spitting at someone, stealing, hitting/kicking/punching/biting to cause deliberate hurt, fighting, throwing objects to hurt someone, derogatory comments relating to race, gender, disability or sexual orientation, bullying (see Anti-bullying policy) and breaking/damaging property on purpose and cyber-bullying (can be through social media, online gaming, texting and sexting)	• Use of de-escalation script • Use early prognosis tool • Anxiety mapping • Internal exclusion for a session as a protective consequence • Internal exclusion from lunch/break time (playground incidents) as a protective consequence • Return to playtime plan as an educational consequence • Report card/timetable • Reflection/restorative de-brief with teacher or teaching assistant (put on to CPOMS) • SENCO involved • Roots and Fruits completed (Appendix 4) • Individual Risk Reduction Plan instigated (Appendix 3) • Involvement of Deputy Headteacher or other member of SLT

	• Headteacher involved
	• Parent/Carer involved
Stage 4: Continuations or very serious incidents	• SENCO involved- EHCP and/or HNF
	• Headteacher involved
	• Parent/carer involved
	• Other agencies involved for advice- behaviour support, counselling, social care.
	• Suspension *
	• Managed move
	• Incidents recorded on CPOMS
Stage 5: If no improvement and other children and staff are being put at serious risk on a daily basis.	• Permanent exclusion**
	• Recorded on CPOMS

*Suspension can only be imposed by the Headteacher or Deputy Headteacher (in the absence of the Head).
** Exclusion is only used as a last resort. See LA and DFE Suspension and Permanent exclusion guidance

Safe Touch

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young person (this is not physical restraint). Safe touch (pro-social touch) is included in the STEPs training and Restrictive Physical Intervention Policy (Touch Policy). The open and closed mitten techniques of guiding a pupil are taught alongside an appropriate supportive hug.

Safe touch may be used:
● For affirmation/praise
● To comfort a child in distress (so long as this is appropriate to their age)
● To gently direct a child or young person, including separating from parents
● For curricular reasons (for example in PE, Drama, etc.)
● First aid and medical treatment
● In an emergency to avert danger to the child
● Steering, guiding or escorting a child

Monitoring

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy and report the impact of it to the Governing Body. The Headteacher keeps a record of any pupil who is suspended.

Policy Links:
Anti-Bullying
Equality
Health and Safety
Safeguarding and Child Protection
Restrictive Physical Intervention
Online safety

Appendix 1: Therapeutic approach

The Therapeutic Thinking Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

Therapeutic Thinking is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

- A therapeutic approach to behaviour prioritises the pro-social (positive towards others) feelings of everyone within the dynamic. Behaviour refers to the way in which people conduct themselves towards others, or anything a person says or does, from pro-social to the most extreme anti-social. We focus on providing an inclusive setting that promotes equality of opportunity. That does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised. Children are provided with the resources and support that they need to be able to act and behave in a pro-social way. Staff support the development of children's internal discipline and aim to gradually replace external discipline. For example, we consider the whole child or key areas of their life and work towards them having control over these, rather than staff maintaining control over them. All staff focus on de-escalation and preventative strategies, rather than focusing on reactive strategies.

Appendix 2- scripts for all staff

Scripted response to behaviours

Name [expected behaviour] thank you.
Name I need [expected behaviour] so you can do XXXXXXXXX thank you.
Name if you choose not to [expected behaviour] you are choosing to [consequence].

De-escalation script
Name……
I can see something is wrong.
I am here to help.
Talk and I will listen.
Come with me and …..

Risk Reduction Plan

Name:	DOB:	Date:	Review Date:

Photo	**Risk reduction measures and differentiated measures (to respond to triggers)**

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	**Strategies to respond**
Crisis / DANGEROUS behaviours	**Strategies to respond**
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator………………………………… Date ……………..

Signature of Parent / Carer…………………………………… Date ………………

Signature of Young Person……………………………………Date……………….

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours	**Pro- social behaviours**
Anti-social / negative feelings DEFAULT	**Pro-social / positive feelings**
Anti-social / negative experiences	**Pro-social / positive experiences**

Appendix 5

Local Support Sources
LINKS Multi Academy Trust Outreach Team
Cedars Primary Support Base (Outreach)
The Collette School
DSPL7 area support for SEND
Integrated Services for Learning (ISL)
HFL Education Wellbeing Team