





Heather Garth  
Primary Academy  
Stars Aiming High

# Positive Behaviour Policy

Policy Review Details	
This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate	
This policy will be reviewed by the Board of Governors on an annual basis	
Date of Issue: Autumn 2021	
	
Chair of Governors Signature	Headteacher Signature
Date of next review: Autumn 2022	

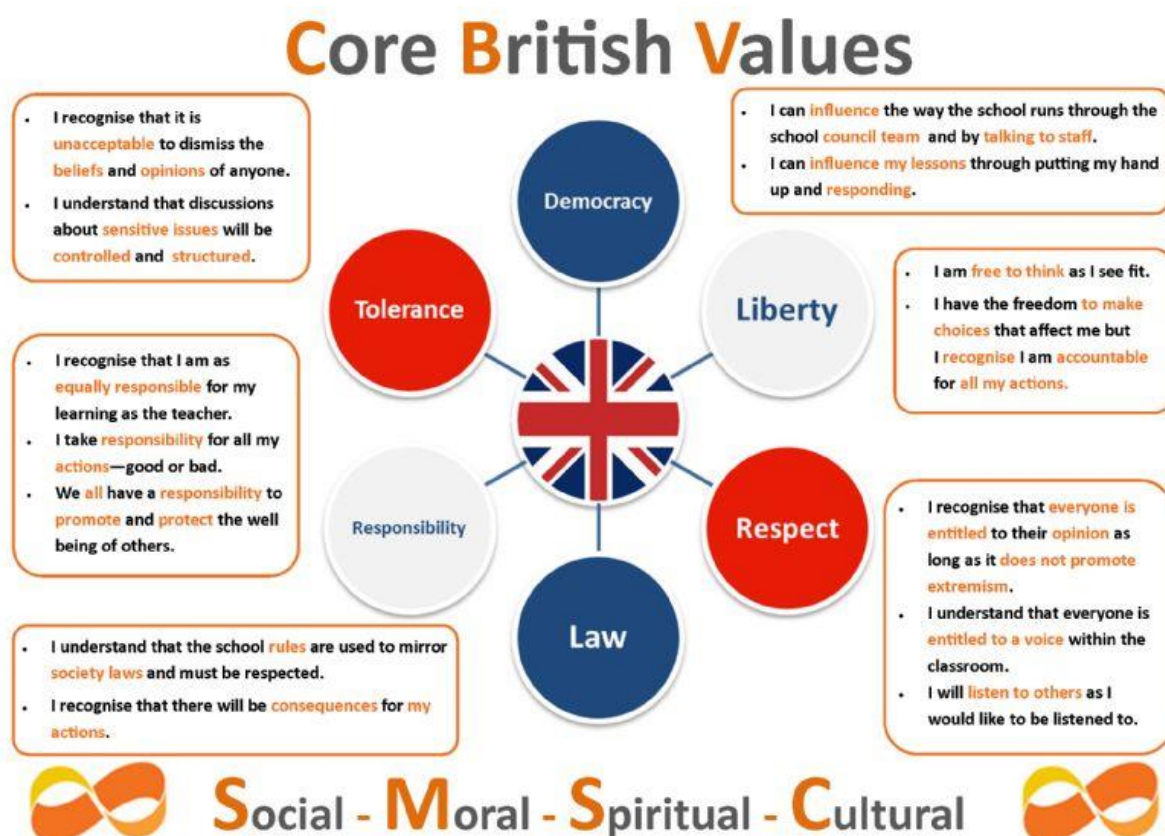


## Philosophy

We believe that good discipline is necessary to facilitate successful learning, social development and safety. It is essential for maintaining a harmonious atmosphere throughout school.

A positive emphasis is placed upon good behaviour and a consistent approach throughout school is essential. Therefore, we have introduced the 'Responsible Learner' title (rather than focusing on behaviour), as this encourages responsible actions.

Promoting being a responsible learner embeds the fundamental British Values within children.



## Aims

The school aims to promote respect for themselves, others (both children and adults alike) and the environment through:

- The establishment of simple expectations which ensure the safety and well-being of both children and adults.
- Providing a calm, caring and sympathetic environment where both children and adults see their work is valued.
- Valuing positive input, with an emphasis on praise and rewards and raising the self-esteem of both children and adults. Promoting equality of opportunity for all.
- Establishing good parent/school relationships, these are essential for the development of every child.
- We aim to meet the needs of all children in the school with regard to their cultural background, religion, language and family circumstances.

- We aim to ensure that parents and children are clearly aware that there are specific agreed procedures when a child fails to maintain the behavioural standards expected by the school.

### **Procedures**

As a school, we believe that the most effective way to promote good behaviour is to reinforce the expectations of a responsible learner based on an accepted and negotiated set of rules for different situations. We have a system in school that rewards responsible learner behaviour and has consequences for those who choose not to be a responsible learner. The expectations are displayed around the school as a constant reminder to the children (see appendix 1 for the expectations).

Every child, from FS2 to Year 6, begin the school year wearing a “rainbow responsible learner” wrist band. Children that consistently follow the rainbow expectations will be considered to progress to a bronze independent learner wrist band, where the expectations are a little higher. This continues under the same theme; moving to silver then gold.

Children who show that they are not yet ready to follow the ‘rainbow learner’ expectations will be initially given a warning to correct their behaviour. Should they choose to continue with this behaviour they will lose their rainbow responsible learner band for a period of 24 hours. This equals loss of privileges for the following 24 hours.

If a child consistently or wilfully chooses to ignore the expectations, parents will be informed. This may result in the child working out of the classroom or isolation.

If bronze, silver or gold learner children choose to ignore the responsible learner expectations their band will be removed, after discussion, and they will be given the previous colour band. If a child is moved back a band, parents will be informed and given the opportunity to speak to staff about the issues. Children will have the opportunity to meet the expectations again and when this has been achieved they will be rewarded with the next colour band.

**Children who consistently or wilfully choose to ignore the expectations may also be withdrawn from class trips - at the discretion of the Head teacher and Chair of Governors;** as a matter of trust and keeping the children safe.

### **Bullying**

At Heather Garth, we take ALL forms of bullying seriously.

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

#### **Physical bullying**

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

#### **Verbal bullying**

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

### **Social bullying**

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

### **Cyber bullying**

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

### **Hate Crimes** (this is against the law and is a criminal offence)

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity.

These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

Therefore, each incident will be dealt with individually, which may mean - a simple verbal warning, loss of a learner band, parental discussion, or in more serious cases it will result in further sanctions and outside agency involvement.

### **Rewards**

Children who show that they are responsible learners and consistently meet ALL learner expectations will move up to the next learner step. The children will be monitored by ALL staff to ensure they meet the 'Responsible Learner' Expectations. Being a responsible learner, by meeting the expectations, will result in a special assembly to celebrate their achievements and a choice of reward from the Responsible Learner Reward cabinet.

Children who have not YET shown they are ready to be 'bronze' responsible learners will be given the opportunity to prove they can meet the expectations and will continue to move through the learner steps at their pace. Moving up will be a joint decision from all staff.

This consistent approach promotes positive behaviour, and rewards children who consistently demonstrate their ability to be a responsible learner. It also encourages children who are struggling to meet the expectations, to do 'the right thing' and continue to strive to achieve.

We have put into place extra support for children who find it difficult to meet the learner expectations. They are supported by the Learning Mentor and are encouraged positively by all members of staff who come into contact with them.

### **Celebration of Learning**

At the end of the year, we expect that all children will take part in the Celebration of Learning, unless, there are extreme circumstances, but for which, the parents will have been contacted and will already be aware of any issues.

### **Positive Handling**

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required. All teaching and support staff are regularly trained in positive handling.

**Wherever possible, assistance will be sought from another member of staff before intervention. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.**

### **Escalating Situations**

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling.

This process will address patterns of incidents and evaluate trends which may be emerging.

### **Exclusion**

We do not wish to exclude any child from school, *“As too often, this path leads children straight from school exclusion to social exclusion.”*(Adi Bloom). We believe that parents and school need to work together to support the child and their family during this vulnerable time. However, the decision to exclude is usually a sign that the school has exhausted all available strategies to manage a pupil’s education.

This could be if there is no improvement in the child’s behaviour, despite having been supported in class, worked with the learning mentor and received support from outside agencies. Parents will be notified should any concerns arise regarding their child’s behaviour and the potential risk of exclusion.

Behaviour that warrants exclusion includes:

- Persistent disruptive behaviour.
- Physical assault against an adult.

- Physical assault against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Damage.
- Bullying.

It may also be for a one-off incidence of violence against a member of staff, another child or school property. This would have to be severe in nature, typically where medical treatment is needed because of the injury inflicted, or significant financial cost to the school incurred to fix property, e.g. a smashed window.

The exclusion would be fixed-term initially (usually 1-3 days) at the Headteacher's discretion. Following a reintroduction meeting, a pastoral support plan may be put into place, as well "as a reduced timetable. This may lead to or convert to a permanent exclusion depending on the circumstances.

If there is no improvement and/or other children or staff are being put at risk on a daily basis, this may lead to permanent exclusion.

Please note: Removing children from a school activity or withdrawing lunchtime/breaktime privileges do not fall within the legal definition of exclusion. It is considered to be consequences to behaviour choices and an overall strategy to manage pupil's behaviour as an alternative to exclusion.

**To meet the Rainbow Responsible Learner Expectations I must:**

Have kind hands, kind feet and kind words  
Move between rooms and the playground sensibly  
Behave appropriately at playtime and lunchtime  
Behave appropriately in the dining hall  
Wear my uniform correctly, which includes not wearing makeup or jewellery.  
Come prepared for PE  
Recognise that being on time is important  
Bring my planner to school  
Do good listening and not interrupt others when they are speaking  
Try my best and take pride in my learning  
Say please, thank you and excuse me  
Greet people with a smile  
Carry on working quietly and sensibly when anyone enters the room  
Hold the door open for grownups and allow them to pass  
Speak to others in a polite and appropriate manner  
Look after school and personal property  
Follow our class charter to show respect to my peers

**To be a Bronze Responsible Learner I must meet all Rainbow Responsible Learner Expectations and I must:**

Be polite and respect members of the school and visitors  
Recognise that coming to school on time is important  
Listen to my peers  
Have a 'can do' attitude  
Bring my planner every day and use it to enhance my learning  
Complete my work on time with lots of effort  
Respond to grown-ups appropriately when being spoken to  
Take responsibility of all learning environments, including the cloakroom  
Follow 'choose it, use it and put it away'

**To be a Silver Responsible Learner I must meet all Rainbow and Bronze Learner Expectations and I must:**

Model good listening  
Support others to try their best and have a 'can do' attitude  
Recognise that coming to school on time means that I am ready to learn  
Encourage others to complete their work on time with lots of effort.  
Set a good example by completing my work with lots of effort including my homework tasks  
Encourage others to take responsibility of all learning environments, including the cloakroom  
Encourage others to follow 'choose it, use it and put it away'

**A Gold Responsible Learner is an outstanding role model who demonstrates an excellent attitude to their work and their behaviour is always exemplary.**