



**Furzefield Primary School**  
Instilling a love of learning



# **Positive Behaviour Policy and Statement of Behaviour Principles**

## **STATUTORY**

OWNER:	Assistant Head and Personal Development Lead
GOVERNOR'S COMMITTEE:	Full Governing Body
DATE OF LAST REVIEW:	Autumn 2023
NEXT REVIEW DATE:	Autumn 2024

## The Positive Behaviour Policy

Every member of Furze field community should feel valued, respected and treated fairly. We are a caring community, with values built on mutual trust and respect for all. The school's positive behaviour policy promotes good behaviour by catching children being good and praising them, this encourages other children to follow suit.

Therefore, this policy is intended to support all members of the school to coexist and live and work together in a supportive way. Enabling our children to develop their own self-worth in a climate of mutual trust where they are challenged to recognise and realise their full potential in order to become confident and valued members of the local and global community.

At Furze field we believe that all children should be educated and grow up in a world that supports, nourishes and upholds their rights. The United Nations Convention for the Rights of the Child state that every child around the world has rights to which they are entitled from birth, and which are enshrined in international law. At Furze field, children learn about these rights in a cross-curricular way. They are encouraged to recognise and respect their own rights and those of others and to understand that many children around the world are not having their rights and basic needs met.

We hope that Rights Respecting Schools enables our pupils to learn how to better respect themselves and others in our local and wider communities, supporting each other to become the best possible citizens that they can be.

We encourage all parents and carers to adopt our positive approach to behaviour and, for consistency, to implement our rules, values and expectations in the home setting.

Our ethos is to acknowledge, encourage and reward good behaviour, in the form of verbal praise and being perceptive in the reason for the praise, giving attention to the child making the right choice. This is a really powerful way to persuade children to make the right choice when their natural tendency is to want to be praised for doing so.

This policy is applied equally throughout the extended day including all educational trips and visits, sporting events/clubs and residential trips. Staff will apply the same school rules and values and, as far as possible, the same system of consequences in these situations.

This policy aims to:

- Create an environment where everyone feels content, safe and secure, promotes, and encourages positive behaviour that everyone wants to be recognised and praised for.
- Ensure that pupils have the chance to learn in a calm, safe and encouraging environment, where positive language is utilised in all interactions with children.
- Establish a school- wide strategy where staff members support pupils in making decisions or choices regarding their behaviour to maintain high standards of positive behaviour that reflect the values and rules of the school.
- Recognising the importance of consistency, while understanding that each child is unique and occasionally needs an individualised approach.
- Support vulnerable pupils, including looked after children, children with SEND; physical or mental health needs and children who have suffered trauma, to receive behavioural support according to their needs.

- Show our commitment to improving outcomes for all children and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of children and good relations across the whole community.
- Describe how the school will reward positive behaviour, as it believes that doing so will foster a cooperative culture.
- Outline the expectations and consequences for behaviour.

We define bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

### **School Rules and Values**

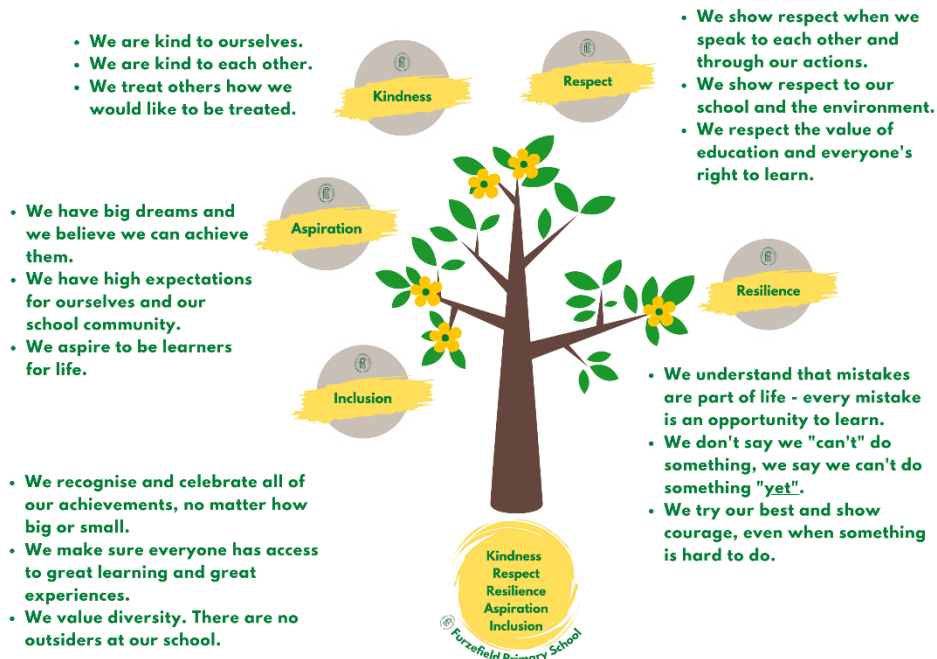
We feel it is essential to develop and communicate a basic set of expectations and values via all interactions, in order to establish the principles of the school positive behaviour policy. Rules, incentives and sanctions do not work in isolation; rather they help to guide and reinforce a general ethos.

School Rules:

- We respect all members of the community.
- We follow instructions.
- We use our hands, feet and other objects in a kind way.

School Values:

- Kindness
- Respect
- Resilience
- Aspiration
- Inclusion



All classrooms and other areas throughout the school display these rules and values. They are also included in assemblies during the school year. At the start of the academic year, each class considers how these guidelines and principles will impact them and how they should be implemented in the context of their year group.

These conversations serve as the foundation for a joint agreement between staff and pupils. Discussion forms the basis of a shared agreement between staff and children. Our assemblies also convey these guidelines and principles.

## Recognising the impact of SEND on behaviour

The school is aware that pupils' behaviour may be affected by a special educational need or disability (SEND). We will also acknowledge adverse childhood experiences or trauma to inform our management of behaviour.

While acknowledging that not every instance of misbehaviour will be related to a pupil's SEND, decisions regarding whether a pupil's SEND contributed to an incident of misbehaviour will be made on a case-by-case basis.

The school will balance its legal obligations when deciding whether to enforce the positive behaviour policy when dealing with misbehaviour from pupils with SEND, particularly when their SEND affects their behaviour.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care plan (EHCP) the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Therefore, we will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **Stakeholder Obligations**

A positive behaviour policy applies to everyone and there are duties and obligations for everyone in the school community to ensure that this positive behaviour policy is being followed.

### **The governing body**

The governing body is responsible for:

- Reviewing this positive behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher and senior leadership team**

The senior leadership team are responsible for:

- Reviewing and approving this policy in conjunction with the governing body
- Ensuring that staff deal effectively with any behaviour incidences
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils, that encourages them to engage
- Develop a positive relationship with pupils, concluding the day positively and starting the next day afresh
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents by the end of the day on CPOMs
- Challenging pupils to meet the school's expectations, using positive reinforcement

*The senior leadership team (SLT) will support staff in responding to behaviour incidents.*

## **Pupils**

- Pupils are to:
  - Behave in a self-controlled way at the expected standard of behaviour.
  - Follow the school rules and embrace the school values.
  - Understand the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
  - The pastoral support that is available to them to help them meet the behavioural standards.
  - Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
  - Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
  - Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
  - Extra support and induction will be provided for pupils who are mid-year arrivals.

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build and establish a positive relationship with parents and carers by keeping them updated on changes in their child's behaviour and the school's policy, as well as working in collaboration with them to address behavioural difficulties.

### **Rewards and Consequences**

We believe in focussing on intrinsic rewards in recognition of their effect in promoting the value of making good choices. By 'catching children being good' as often as possible, we increase the number of opportunities for praise, maintaining a positive environment conducive to good behaviour. This praise may take a number of forms, including: verbal; non-verbal; positive touch; messages in a home/school book; stickers; being sent to other teachers/school leaders; star of the week.

In addition, the school will use a variety of suitable rewards including: celebrating success and good choices through assembly time; team points; 'Caught Being Good' cards; and experiential rewards such as 'golden time'.

While the rules and consequences are regularly reinforced through assemblies and PSHE, from time-to-time pupils' behaviour may fall short of the schools' high expectations. When this happens, all consequences will be applied with reference to the school rule that has been broken, and care will be taken to ensure that the child understands the reason for that consequence.

- Yellow - Warning Card – although intervention strategies may be used and warnings given prior to a yellow card being issued, this is a clear and final warning that continued poor choices will lead to sanctions being taken. Pupils have the chance to change their behaviour around. A yellow can be given by any member of staff.
- Red – Consequence Card – generally follows after a yellow card has been issued and the pupil's behaviour has continued to break the school rules. There are also more serious incidences that a red card can be given without a yellow warning card.

If a child demonstrates the following behaviours a yellow card will be given:

Not listening to / following instructions.

Answering adults back.

Inappropriate physical contact. EG: poking, flicking, pulling hair.

Distracting others and themselves from working.

Making the wrong choices at play/lunchtime on the playground or in the hall.

If a child demonstrates the following behaviours, a red card will be given:

Continued disruption following a yellow card.

Threatening to hurt another child / adult.

Hurting another child / adult. EG: hitting, kicking, biting or with words.

Bullying.

Damaging school property or property that belongs to others.

When a pupil receives a red card, an age-appropriate consequence is applied. This may include missing some break or lunchtime or for incidences that are more serious a pupil may be moved from their class into another class for a fixed period of time.

A red card may only be given by teachers or a HLTA while in charge of a class. However, red cards can be given following discussions with any member of staff following an incident not witnessed by a teacher.

A parent/carer will *always* be informed if their child has received a red card, either in person when a child is collected or via a telephone call. Children will discuss poor behaviour choices with their class teacher after every incident and members of the SLT should incidents continue to occur. All behaviour, consequences given and any communication with parents/cares will be recorded on a central system.

In addition to the above, every child that receives a red card will also join a 'reflection' group, hosted by the head teacher. During this discussion, focus will be placed upon restorative strategies.

## Monitoring

Behaviour is a regular item on the agenda of Senior Leadership meetings. The monitoring of behaviour is conducted by members of the Leadership team. Those members with overarching responsibilities will monitor distribution by age, ethnicity, gender, SEN and disability. This monitoring will inform future policy decisions.

## Parent involvement

If the behaviour of a child continues to be a concern after conversations between the parent/carer and the class teacher (where they have discussed strategies, rewards chart and considered referring the child to the nurture team for further support), the parent will be invited into school for a meeting with the following members of staff:

- Middle - Leader and Class teacher: where an individual behaviour plan (appendix 2) will be discussed and put into place. This plan should include achievable and measurable behaviour targets for the child and a clear system of warnings and consequences that the child is able to understand.
- The plan should include rewards, agreed with the child, for when appropriate behaviour is maintained. The plan should be shared and agreed with the parent, child and class teacher. Behaviour plans will be available in the child's classrooms so that all members of staff are aware of the support a child may need to promote good behaviour choices.
- Staff directly involved with the child should be clear about their role in implementing the



plan and supporting the child to improve their behaviour. This will be reviewed fortnightly, and parents will be informed by the class teacher of any improvements.

If there is still a concern, then parents/cares will be invited to a meeting with

- Assistant Head and Class teacher: a review will take place of strategies in place, rewards, and the behaviour plan. A further behaviour plan or action plan will be put in place over a set time period.

If there is still a concern, then the parent/carers will be invited to a meeting with:

- Deputy Head and Inclusion Manager: a review will take place of everything that has already been put in place and if necessary, the child will be placed on report for a specific time. The parent/carers will have to collect the child at the end of the day from the school office where they will review the report card with a member of the SLT.

If there is still a concern, then the parent/carers will be invited to a meeting with:

- **Headteacher:** a review and discussion will take place and the Headteacher will advise of the planned action, which may include internal exclusion from class.

Further behaviour concerns may lead to an exclusion from school.

### **Suspensions/Exclusions**

The head teacher, senior leaders and governing body - following the escalation of challenging behaviour - will determine pupil suspensions and fixed-term exclusions. See 'Suspension and Permanent Exclusion Policy' for specific details.

### **Consequences Table – a guide for staff**

<i>Guide to number of red/yellow cards given in a term</i>	<b>Action(s)</b>	
<b>Red – 5</b> <b>Yellow – 10</b> <b>(STAGE 1)</b>	<ul style="list-style-type: none"> <li>• Teacher to discuss behaviour and potential strategies with the parent(s).</li> <li>• Consider referring to the nurture team for further support.</li> <li>• Pastoral team to be made aware.</li> <li>• The teacher will review how the pupil is getting on, keeping the parent(s) informed throughout the process.</li> </ul>	Further support from the Nurture Team, Inclusion Manager or Behaviour Support may be required,
<b>Red – 7</b> <b>Yellow – 15</b>	<ul style="list-style-type: none"> <li>• The teacher will further discuss behaviours and actions with the parent(s).</li> </ul>	

<b>(STAGE 2)</b>	<ul style="list-style-type: none"> <li>• A behaviour support plan will be created, followed and regularly reviewed.</li> <li>• Phase leader to meet with parents/carers and class teacher.</li> </ul>	
<i>Red – 8</i> <i>Yellow – 17</i> <b>(STAGE 3)</b>	<ul style="list-style-type: none"> <li>• Behaviour concerns will be referred to Assistant Head teacher.</li> <li>• Parent(s) will meet with the Assistant Head teacher to further discuss strategies and make action points.</li> </ul>	
<i>Red – 10+</i> <i>Yellow – 20+</i> <b>(STAGE 4)</b>	<ul style="list-style-type: none"> <li>• The child will be placed on report for specific time-period. Appendix 3.</li> <li>• Parent(s) will review the report on a daily basis with a member of the Senior Leadership Team – e.g. Assistant Headteacher, Inclusion Manager, Deputy Head Teacher, Head Teacher etc.</li> </ul>	
<b>Suspension and Exclusion</b> <b>(STAGE 5)</b>	<ul style="list-style-type: none"> <li>• Headteacher to advise on actions following report card, speak with parents/carers, and staff involved.</li> <li>• Possible fixed term exclusion.</li> <li>• Further behaviour concerns may lead to an exclusion from school.</li> </ul>	

*Note: At Furzefield, we understand that every child's needs are different. This table is a 'best-fit' guide and certain circumstances may require a more expedited approach.*

*\*Letters can be seen at the end of this policy.*

## Appendix: 1 Intervention Strategies – Guidance

The following preferred practices are integral aspects of FurzeField's Behaviour Policy. They are core goals of encouraging children to:

1. own their own behaviour
2. respect the rights of others
3. develop a positive self esteem
4. build workable relationships

The following are examples of certain scripts and strategies that we can have in mind when tackling unacceptable behaviour.

**Descriptive Reality:** Avoiding the use of the 'why' questions which really doesn't help to move a situation on and can often be confrontational.

*"You're out of your seat. The bell has gone. There are seats over there, thank you..."*

*"What's happening?"*

*"There's a pile of books on the floor here..."*

*"Several children are talking. I need you to..."*

**Rule Reminders:** When class rules are clear and agreed by all, they can be a powerful reference tool.

*"How are you supposed to..."*

*"What do you do when...?"*

*"You're right, but it's the rule that we..."*

*"You know our rule for..."*

*"In our class/school, we have a rule that..."*

*"What's our rule about?"*

*"Who can remind me of our rule about?"*

**Primary vs. Secondary Behaviour:** Not becoming side-tracked or playing into the hands of the child looking for confrontation.

Tactical ignoring.

Deferred consequence, follow up secondary later if necessary.

**Take-Up Time:** Win-win and face-saving for all involved. There should be an expectation of compliance.

*"Thanks..."* at the end of a request/statement.

Moving away, followed by positive recognition when good choice is made.

**Assertive Directions:** Clear, direct, assertive verbally and non-verbally.

*"I want you to go back to your own table, thanks."*

*"I need you to..."*

*"I'm looking for..."*

*"I don't speak to you like that and I don't expect you to speak to me like that, so I need you to..."*

**Directional Choices:** Reinforcing behaviour as a choice, and making consequences clear.

*"I need you to put it away or put it on my desk, thanks."*

*"When you have..., then..."*

*"After you have..., then..."*

*"Yes you can..., after you have..."*

*Redirect 3 times, then make the consequence clear – yellow card, red card, etc.*

*"If you choose not to move now, you are choosing to see me at breaktime."*

**Partial Agreement:** Avoids confrontation.

*"I'm sure you were and now I need you to..."*

*"Maybe you were, I..."*

*"Maybe it's not, but I want you to..."*

*"Maybe you didn't, but we have a rule about..."*

## **Non-verbal strategies which can help to encourage positive behaviour.**

- Tactical ignoring.
- Physical proximity.
- Visual signs to praise.
- Visual signs to remind.
- Using the 'look'.
- Photographs of child/children modelling the correct behaviours.
- Use of positive touch to refocus, reassure, etc.

## **Escalation and De-escalation**

Things that can make the situation worse:

- Threatening the person.
- Giving the person no room to manoeuvre – getting too close.
- Raising your voice, sounding angry, swearing, making accusations, calling pupils names.
- Using threatening gestures and body language.
- Seeing the conflict as a contest.
- Dealing with the person in front of an audience.
- Giving an unrealistic ultimatum (that can't be carried out).
- Assuming that the person is deliberately trying to offend or upset you.
- Interrupting, demanding, not listening.

Things that defuse tension and make conflict resolution more likely:

























- Staying calm (At least on the outside!) - calm yourself before trying to calm others.
- Becoming more assertive – say calmly how you feel and why you feel like that.
- Saying what you would like to happen.
- Labelling the behaviour and not the person.
- Using a calm voice and non-threatening body language.
- Giving a choice and not an ultimatum, and time to comply.
- Listening and trying to understand the situation from the other person's point of view.
- Using humour, if appropriate.
- Trying to soothe.
- Trying to avoid an audience.
- Not standing too close.
- Looking for common ground.
- Capitalising on your relationship.
- Keeping the options open.
- Using a 'mental script' (see above).

**Behaviour Support Plan number:**

**Furzeffield Primary School**

<b>Name:</b>	<b>Year Group/ class:</b>	<b>SEND Code of Practice:</b> SEN Support/ EHCP hours
<b>D.O.B:</b>	<b>Date:</b>	<b>Review Date:</b>
<p align="center"><b><u>Target:</u></b> I can/ will</p>		
<b>If yes (Rewards):</b>		<b>If no (Consequences):</b> 1.
<p align="center"><b><u>Target:</u></b> I can/ will</p>		
<b>If yes (Rewards):</b>		<b>If no (Consequences):</b> 1.
<b>Staff involved (as child would address them):</b>		<b>What helps me:</b> • •
<b>Agreed by:</b>  <b>Teacher:</b>  <b>Child:</b>  <b>Parent/ carer:</b>		<b>Signed:</b>
<b>Date review held:</b>	<b>Evaluation:</b>	<b>Next steps:</b>

Appendix: 3 Report Card Template (To be adapted / personalised for individual pupils)

<b>Name:</b>		<b>Class:</b>	<b>Date:</b>
<b>Time/Lesson:</b>	<b>RAG rating:</b>	<b>Comment/Notes:</b>	<b>Signed:</b>
Registration / Early morning work	  		
Lesson 1	  		
Assembly	  		
Break	  		
Lesson 2	  		
Lunch	  		
Lesson 3	  		
Lesson 4	  		
End of day	