



Spaldwick Community Primary School

Policy and Procedure for Positive Conduct

Person Responsible: Headteacher, Governors

Review Date: September 2021

Distribution to: All staff, Governors

Policy rewritten in July 2020 following consultation with parents, governors, children and staff.

At Spaldwick Community Primary School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, Safe' Our Positive Conduct Policy is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

As a school we believe that great behaviour is essential in realising the learning potential of any individual. Everyone behaves differently as a result of our different life experiences. The key to great behaviour is meeting the individual needs of the child - separating poor behaviour from the child and deliberately teaching new routines.

This policy seeks to empower a kind and positive behaviour approach rather than an unnecessarily aggressive, no excuses and no negotiables approach. Tolerance cannot fade with children who have substantial barriers to learning. We must enforce with our children that we have the capacity to demonstrate emotional patience and intelligence to show them that they are wanted and that they have a voice.

With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave. Through consistent adult modelling of our approach to the learning behaviours in our school we will maintain a culture that is rooted in kindness, not a call for zero tolerance. Through acts of daily care, generosity of spirit and the interest shown in individuals, we will show how much we care.

We recognise the only absolute in managing behaviour is the behaviour of the adults. Children bring their behaviour experiences into school with them; learned at home, rehearsed in their community and delivered to the school learning environment. By carefully shifting responses, adults in school can affect positive change to learning barriers. As a school we strive to develop a certainty around the expectation that good behaviour is expected, respected and unquestioned. That said we do not look to blame adults for poor behaviour but to support everyone in their learning journey. We will challenge and grow, not watch and be complicit.

The children who demonstrate the most negative behaviours often are most in need of our empathy. We equally acknowledge that everyone has the right to work in safety without threat or fear. We therefore have a policy that emphasises responsibility and consistency while giving a clear structure for supporting unwanted behaviour. Everyone should believe that they belong to our school and that they can become great learners. To create this belief we foster a visible kindness through the application of consistency.

At Spaldwick Community Primary School we believe that every child deserves a champion... an adult who will never give up on them. Rita Pierson (<https://youtu.be/SFnMTHhKdkw>).

Our Positive Conduct Policy has three simple rules that everyone in our school community is expected to uphold.

We are always READY! We are always RESPECTFUL! We are always SAFE!

Be ready...

School is a place where we learn. We need to choose to be ready to learn, be ready to make mistakes and arrive with a 'can do' attitude - knowing if we can't do 'it'... it is because we are learning and can't do 'it' YET and we will soon if we work hard. We are ready to listen, to think, to reason and to challenge. We are ready to help and be helped. We are ready to struggle and ready to grow as learners in our community.

Be respectful... (being considerate of others and thinking about how you affect a situation)

Respect is earned but we understand that we can give it for free. At Spaldwick Community Primary School we understand that to be respected we must respect others. We understand that we can all learn something from everyone. We respect the effort put into learning and know that we all face challenges that are different to our friends and colleagues. We must respect the value of our environment, our locality and our community, as well as the physical resources that make up our school and classroom. We treat everyone and everything with respect.

Be safe...

Our school is a safe place to learn. To be safe we will think carefully about actions that will affect our safety or the safety of others. We will always make sure adults know if we do not feel safe and we know they will listen to us. We know that to learn well we must feel safe to make mistakes. We know that someone will help us make sense of those mistakes so we can learn well.

Shaping a visible public consistency...

Visible kindness will generate an understanding of... "This is how we do it here!"

Everyone understands that we need consistency in behaviour and expectation to be successful in life and we, as adults, need to teach this to the children.

Changing the way we react to emotive situations is difficult. Everyone needs support when they find they have strayed from the agreed policy. **Everyone in school has the permission to challenge anyone**, if they see behaviour that does not mirror our agreement. There is one proviso... any challenge should follow our culture of kindness - not seek to degrade or embarrass.

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Calm corridors 3. Persistently catching children doing the right thing 4. Picking up on children who are failing to meet expectations 5. Praising in public (PIP) 6. Reminding in private (RIP) 7. Consistent language	1. Recognition boards 2. Certificates 3. Stickers 4. Hot chocolate Friday 5. Home contact email or praise pads 6. Recommendations to the HT

Our commitment to developing and understanding behaviour

1. We will publicise great behaviour which leads to great choices. We will not have behaviour tallies on the board - disruption is dealt with privately - never across the classroom or playground.
2. We make sure that behaviour interactions raise expectations and do not humiliate individuals. We separate the individual from the behaviour.
3. We discuss the immediacy of consequence rather than the weight of punishment.
4. We will not undermine our own authority by passing on responsibility. We will seek support where necessary to show the child we are a team by standing together. The support will be a unified front in promoting high expectations - not disempowering adults by showing the children there are individuals in school with more "power".
5. When addressing behaviour, we will identify the primary barrier to great behaviour and not chase secondary behaviours. We will not recount previous misdemeanours. Our approach should be therapeutic in nature, identifying and addressing the primary barrier and giving opportunities for understanding and development.
6. We will start every day as a new start.

Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we expect
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Understanding rewards:

Recognition Board

Every class will have a recognition board. Each week the board will display the learning behaviour that will be recognised during that week. When children are seen demonstrating the behaviour, an adult will write their name on the board. Even children who have received private sanctions can be caught demonstrating positive behaviours.

Hot Chocolate Friday

Hot Chocolate Friday is for the children who have behaved impeccably but are too easily forgotten. On Friday after lunch the children nominated for Hot Chocolate Friday are invited to the Headteacher's room for their reward.

Certificates

Children who the class recognise as meeting the weekly learning behaviour challenge the best are given a Headteacher's Award to recognise their effort.

The mention

Teachers will email or send a praise note with the child's photocopied work to parents to share good effort/work messages and to recognise consistently good learning behaviours.

Recommendation to the Headteacher

Children who have gone above and beyond will be recognised with a Headteacher recommendation. This is not for children who have managed to 'hold it together' for a day. They can have a recommendation when they deserve one like the other children.

Stepped Boundaries

Gentle Approach, use the child's name, be at child level, give eye contact, deliver message

<p>1. Reminder <i>The scripted intervention - the 30 second script.</i> <i>It does not detract from the learning.</i></p>	<p>1. REMINDER:</p> <ul style="list-style-type: none"> • I noticed you chose to (noticed behaviour) • This is a REMINDER that we need to Be (Ready, Respectful, Safe) • You now have the chance to make a better choice • Thank you for listening <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
<p>2. Warning: <i>Deeper script examples</i></p>	<ul style="list-style-type: none"> • I noticed you chose to ... (noticed behaviour) • This is the second time I have spoken to you • You need to speak to me for two minutes after the lesson. • If you choose to break the rules again you leave me no choice but to ask you to go to the quiet area. • Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation • I am not leaving. I care about what happens. You are going to be brilliant. • What do you think the poor choices were that caught my attention? • What do you think you could do to avoid this happening in the next lesson? <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>3. Reflection</p>	<ul style="list-style-type: none"> • I noticed you chose to (noticed behaviour) • You need to: Go to quiet area, another room, HT's office • Playground: You need to: Stand by another staff member, sit on the bench, go to the HT's office • I will come and speak to you in two minutes <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>TIME IN not TIME OUT that counts.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
<p>4. FOLLOW UP, REPAIR AND RESTORE</p>	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently? <p>In EYFS you would choose a maximum of two questions.</p>

There should be a safe space in every classroom where the children know they can have a short amount of thinking time. It should be clear that work expectations remain once they have calmed and gathered themselves.

Sanctions

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Simple impositions will be used to the greatest effect. All children are expected to complete the task given. If the task is incomplete through poor behaviour choices, the teacher can: Ask the child to complete the work during break or lunch time, or set work to be completed at home. A pre-printed note is given that must be countersigned by the parent and returned with the work the next day will provide clear expectations of the time needed to complete the task, and the amount of work needed. If work is not returned complete, the teacher must meet with the parent.

Language around Behaviour

At Spaldwick Community Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Incidents are logged on a behaviour log and passed to the Headteacher at the end of each week.

The Head Teacher

The best way to disempower a member of staff is to shift responsibility to a 'higher power'. The Headteacher or SLT member will support the class teacher but they will not accept a child who is referred to the Headteacher's office for punishment. The Headteacher or SLT will work with you to solve the challenge but will not remove your responsibility. However, the Headteacher may decide that they can lead a restorative meeting with the child.

The walk

A restorative meeting with the Headteacher will, where possible, be a walk and talk. The walk around school is to remove the fear of the enclosed office and allow opportunities to discuss real life behaviours in action as they present themselves. The conversation will continue with the member of staff who made the referral to consider further actions.

Behaviour Pathway



Reminder
Warning

Reflection

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Send to the Headteacher (*The Headteacher may ask you to do the following*)

Parents phoned

Parents called into school



Extreme Behaviours

For the children who consistently struggle with behaviour management, punishment places pain on top of problems. It is therefore unfair to inflict punishment on children who are facing challenging circumstances in their lives. We must consider what children are coping with in their daily lives. We must search for what they need to succeed not what we believe they deserve for their wrong doing.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Physical Attacks on Adults

At Spaldwick Community Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on a behaviour log. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Physical Intervention

Spaldwick Community Primary School considers all behaviour within a framework of positive behaviour management. The Positive Conduct Policy rewards effort and application, and encourages children to take responsibility for their own behaviour. It also outlines the steps the School undertakes to ensure a calm, orderly and supportive School climate which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

Staff view physical intervention as a last resort and every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention. The decision to use physical intervention will be based on a variety of criteria including:

- Following the guidance issued by the Department of Education
- Implementation of a Positive Handling Plan
- Recording of all incidents in the Bound and Numbered book
- Staff training
- Professional Judgement

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate to control the following behaviours:

- self-harming
- injury to other children or staff
- damage to property
- an offence being committed

Positive Handling Plans

Children identified as being at risk of requiring physical intervention will have a Positive Handling Plan developed in consultation with the School, Parents/Carers, and the child.

The Emergency Plan:

All class teachers should have a plan that can be put into operation should a child have a problem in the classroom. It should include safe removal of the class from the room they are in and appropriate actions thereafter. For example, contacting another teacher or senior leader for assistance. The children, like a fire drill, should be knowledgeable about this routine and have enough practice to put the plan into operation if required.

Recording and reporting incidents

Any individual pupil records are kept by the school for a period of 25 years after the date of birth of the child or are passed to the next school and a receipt obtained. This retention period is the minimum period that any pupil file is kept.

The School keeps a record of all physical interventions in the Bound and numbered book for a minimum period of 75 years from the date of the incident and at least until the member of staff involved has reached normal retirement age if that is longer. The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the school improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the student/s involved and any third party witnesses.

Parents/carers will be informed as soon as practicable when a significant incident requiring restrictive physical intervention has occurred. The only exception to this is where there is concerns in regard to safeguarding. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child. The welfare of children is paramount and if for any reason school believe a child could come to harm as a consequence of a parent being notified a judgement will be made by the Headteacher to notify the Local Authority.

Beyond the School Gate

Whilst this Positive Conduce Policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- online activity
- wearing school uniform
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Policy links

This policy is supported by the following policies and guidance documents:

- [Safeguarding policy 2019](#)
- [Safeguarding update](#)
- [Staff Code of Conduct](#)

Prompt Sheet

Initiating a dialogue...

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...
- I have heard what you said, now you must...
- We will...

The restorative meeting...

The discussion during the restorative meeting is not a prelude to an apology!

Focus on the outcome and work backwards through the choices that were made. Five questions is enough and you could choose from the following...

What happened?

- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

While undertaking the restorative discussion think about:

- Redrawing the route with different choices that achieve a desired outcome.
- Ask questions and give your reflections.
- Make the child comfortable and feel safe... get a drink; leave the door open.
- Stay on course. Don't deviate to secondary issues.
- Do not use judgemental language. This is a meeting not a private shaming.
- End the meeting well with a plan to support the child's future choices. I can choose to
- Use the choices material
- Record on the behaviour log

Safeguarding - does any of the conversation constitute a disclosure? Refer to the Child Protection Policy

Appendix 2

Spaldwick Primary School Classroom Behaviour Log

Class:

WB:

Date	Time	Name of Pupil	Activity	Description of Behaviour	Action Taken