
Positive Behaviour Strategy

Summer 2020

Summary

Love to Learn

We LOVE to LEARN. We nurture this love of learning in our pupils from a very early age. We passionately believe in developing the child as a whole and encouraging everyone to strive to achieve their best on an academic and personal level. Our exciting and engaging curriculum, provides enjoyable and realistic learning experiences that our children love to participate in.

At Fieldhead Carr we create a happy, secure atmosphere within an environment where all children flourish. By ensuring that all adults and children treat each other with mutual respect and consideration, our pupils learn to value and respect themselves, others and the school. Through emphasising praise and positive reinforcement, we encourage high standards of work, behaviour and discipline, ultimately enabling our children to reach their full potential.

Recommendation

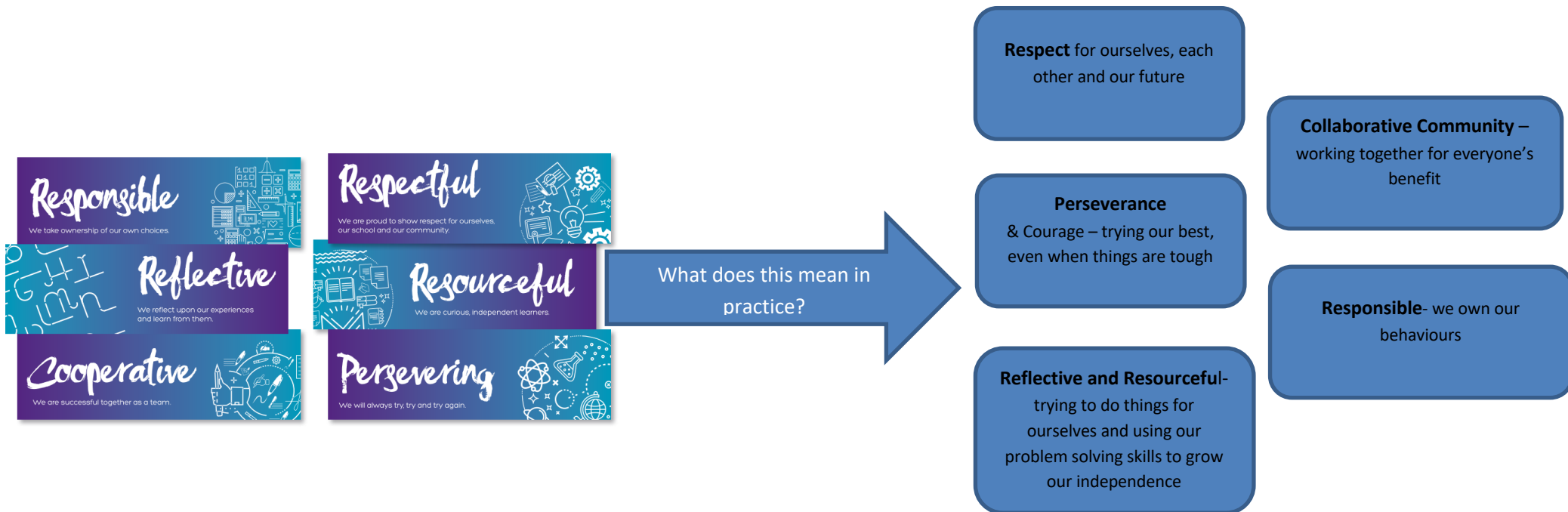
Governors are requested to read this policy, consider its content and approve its adoption. This policy should be reviewed annually.

Author's Role	Joe Murphy- Deputy Headteacher
Date	Autumn 2020
Internal Review date	Spring 2021
Review date	As changes

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Fieldhead Factors

At Fieldhead Carr, our school ethos is based around six Fieldhead Factors. Our 'Factors' are based on the principles of the Growth Mindset and underpin everything that we do. We actively encourage challenge, resilience and effort in all of our pupils. We believe that everyone's abilities and talents can be developed through dedication and hard work. These are outlined below:



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School Rules

A love of learning is fostered in our pupils from a very early age. Fieldhead Carr Primary School is committed to celebrating positive achievements, particularly in relation to self-esteem, positive behaviour and attitudes to learning.

We have simple rules for behaviour at school linked to our positive aims. We want our children to develop respect for themselves and each other as individuals and to see difference as a positive thing. To care for and value those around them irrespective of race, gender identity, sexual orientation, religion, ability or circumstance. This is reinforced within our classrooms and all around the school inside and out.

We teach children to see mistakes as a [positive step in learning new things. To be proud of their achievements but not daunted by a challenge. To win and lose well & work as part of a team. We share children's successes openly and promote a shared expectation of the 'Fieldhead way of doing things'.

We involve parents in celebrating successes: through weekly positive purple texts, Gold Book assembly or through sharing great work on school social media. We also try to ensure that at the end of day on the door we take time to share the good as well as the tricky bits of the day. We model open and positive conversation about success and failure for parents in our daily conduct.

When things go wrong for children it is essential that they are given the support to process their emotions, review what went wrong and take action to resolve the mistake and make amends to those affected. Knowing your children well and taking time to listen and acknowledge their feelings is the essential first step in resolving any issue at FHC.

We use the Thrive restorative approach to support children in managing their emotions and behaviour. For support with this please see our Thrive trained staff for advice.

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The Fieldhead Carr way

F- Feet and hands kept to yourself

H- Happiness and politeness go a long way

C- Challenge yourselves by always doing your best

P- Pupils move quietly with indoor voices

Class rules to be displayed in each classroom

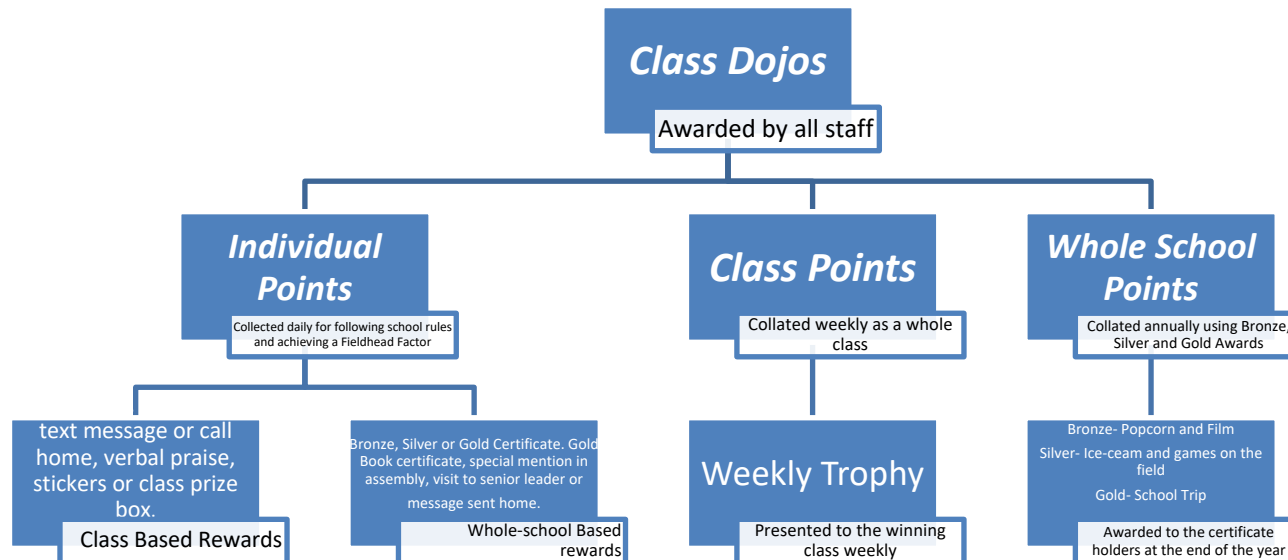
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Rewarding Positive Learning and Behaviour



All members of the school community are assigned a class dojo and children are awarded a dojo for following the school rules or achievement towards the Fieldhead Factors. We want all children to enjoy success and derive as much benefit as possible from being at Fieldhead Carr Primary School.

Positive behaviour is rewarded in a range of ways; on an individual basis and as part of a class team. Individually the children are working towards achieving a bronze, silver and gold award for collecting a total of dojos. These awards will be presented in assembly in Gold Book assembly and at the end of the year a celebratory day will be held in school.



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Celebrating Children's Successes

Gold Book

Each class teacher selects a pupil from their class who deserves to have their achievement recognised from that week. The child will receive a gold certificate and a prize from the gold box. Their parents/carers will be invited to the assembly to hear their special mention. NB- as of Sept 20 this will be filmed and sent out on for parents/carers to view on Seesaw.

Fieldhead Factors Rewards

Fieldhead Factor trophy is awarded weekly to an individual who has most exemplified the Fieldhead Factors. Teachers can nominate a pupil to the Headteacher if they feel they have earned it through their conduct that week. Parents are invited in to Gold Book Assembly to see the presentation. NB- as of Sept 20, this will be filmed and sent out for parents/carers to view on Seesaw

Badges and stickers are available from the Headteacher and Deputy Headteacher, throughout the week for any children who have made a special effort with their learning or behaviour.

Fieldhead factors in practice:



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Class Dojo Certificates

Certificates are awarded to children for earning dojos through their: work, behaviour, attitude to learning and contribution to the FHC team. These are awarded in Gold Book assembly at the end of each week. NB as of Sept 20 these will be awarded each Friday in individual classrooms.

Certificates:

Bronze: 500 dojos

Silver: 800 Dojos

Gold: 1100 Dojos

Platinum: 1500 Dojos



Attendance

The Learning Mentor will collate attendance figures at the end of each week. The classes with a percentage total of 96%-98% will receive £2.50 and 98%+ will receive £5.00 to put into the bank. The total can be spent at the end of the year on a class reward. Attendance will be reported on the weekly newsletter to parents.



Birthdays

Each week birthdays will be celebrated in assembly. Children will receive a book token to be exchanged in the head teacher's box of books.

Special Mention.

If you feel there is a child/ group of children that deserve a 'Special Mention' in assembly you can record their achievement to be read out in assembly.

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We teach children that making mistakes is part of life and that they give us opportunity to learn and grow. As such, our first port of call when dealing with a child is to open a dialogue with them:

- recognise their feelings
- review the mistake that has been made
- identify who has been impacted by it
- work out how to make amends

Children need to be supported to realise that they do not exist in a vacuum and their actions have consequences and impact on the world around them. They need to be taught to be good citizens and an active part of the FHC team. To do this we have two approaches:

- Proactive
- Reactive

Proactive:

- Thrive assessments of all classes to form whole class targets and actions for development of social and emotional needs
- Thrive individual assessments to provide tailored support around the child that can be delivered in school and at home
- Small group and individual interventions for wellbeing, emotional regulation and social skills development
- PSHE centred curriculum
- Crew sessions- for individual growth and development of social responsibility
- Playground and Lunchtime support for children to develop friendships and social skills- led by Pastoral team
- Fab Friends- group led by Yr6 role models to support social engagement at lunchtimes and playtimes
- Buddy system for new starters (FS2) and those who transfer in mid-year (any year group)
- Fieldhead Factors- overt modelling of qualities that promote a healthy and happy life

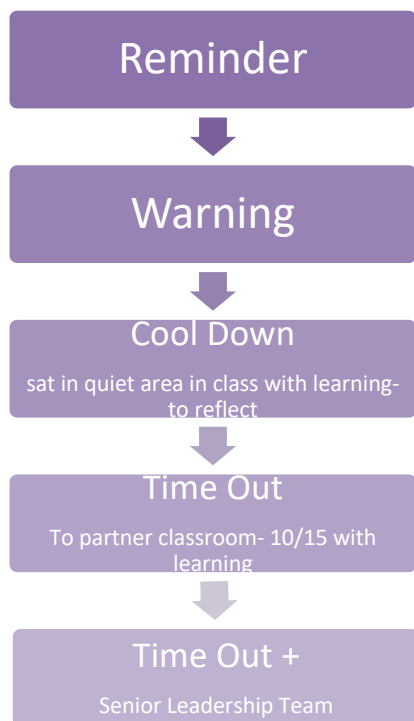
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Reactive:

When something goes wrong in school it is important that children can be helped to get back on track through adult intervention. We think a visible reminder is a good incentive for children and allows their peers to support them in working towards 'Positive Purple'.

Our sanctions flow chart is listed below; it forms the basis for the behaviour charts in classes. In addition to this, each class has their own reward system to run alongside that features positive incentives (these do not need to follow a set format- class teachers share these child friendly approaches with each other before developing their own approach in class).

There may be occasions when children make choices, which negatively affect their learning and that of others, or when they don't behave in the way we all expect. In these cases, it is important that children know that there are clear consequences to their behaviour choices and that all staff will apply these consequences consistently whilst taking into account individual circumstances and needs. We follow a behaviour system called 'Positive Purple' which gives all children the chance to remain in the purple.



All Learners (positive purple) Trustworthy, polite, share and responsible Excellent role models Improve behaviour Listen and be kind
Reminder Distracting others Being distracted Being disrespectful Not Following instructions
Warning Distracting others Being distracted Being disrespectful Not Following instructions
Cool Down Distracting others Being distracted Being disrespectful Not Following instructions
Time Out Distracting others Being distracted Being disrespectful Not Following instructions
Time Out+ Swearing, Racism, extreme physical violence, extreme damage to property 2+ time outs in a week

The following steps are to be used as a reminder and as an intervention to get children back on track and on to 'Positive Purple'.

Reminder

Verbal warning given.

Warning

2nd Verbal warning given.

Cool Down

If poor behaviour continues child and/or learning is moved to designated area in classroom. This time is used to reflect on behaviour and to allow the child to get back on track with expectations.

Time Out

A time out session may be needed if behaviour continues to be disruptive or pupil continues to be disrupted. A staff member will escort the child to their partner class with work to complete. The observing adult will decide the appropriate amount of time and any further sanction to be given.

Time Out+

A 'Time Out' session with the class teacher or where appropriate a member of SLT. These will take place at the next available break time (see session overview below). During the time out session children are encouraged to enter into an honest dialogue and explain what happened and why. They will complete a restorative worksheet which will be sent home to parents. (See Appendix 1)

Session 1	Session 2	Session 3
AM play	Lunch	Next day

If poor behaviour continues (or extreme behaviour displayed) the child will need to complete their learning out of the classroom for a longer period of time. SLT/Pastoral support should be called. The child may spend the rest of the session/ part of day out of the classroom to complete learning. Parents will be informed and the incident logged on CPoMS

During changes in practice due to COVID 19, break out spaces in and out of the classroom have been set up for some children. These are in line with individual IPRAs and positive handling plans. They should be used a proactive tool when triggers to behaviour are noticed by staff working with individual children. This will give some children the space and time needed to regulate and get back on track.

On return to school in September, all staff, pupils and parents are aware of the changes to school in reponse to COVID 19 and the additional measures that school has had to make to ensure the safety of all staff and pupils. This limits the amount of 'free movement' children can have around the school building.

If a child absconds from the classroom or playground, a staff member should follow at a distance to ensure the child's safety. Staff should engage in positive conversation to try and encourage the child to get back on track, resolve the issue and return to the classroom. Examples of strategies that work for individual children can be found in IPRAs and positive handling plans (PHP). If after 30 mins (approx), then a member of SLT or the Inclusion team should be informed and the child's parents will be called. If behaviour is extreme during this 30 mins that SLT should be called immediately.

IPRAs and PHP have been communicated with parents and where needed reduced timetables will be used.

Each class has been set up with its own calm area for any child to access throughout the school day; within this space is a class calm box with resources to support children's self-regulation and zones of regulation when feeling anxious, upset, angry or in need of some time out. In addition to this, each class has a worry monster or worry box. A worry monster is designed to discuss and reduce worries. Children write or draw their worry onto a piece of paper and then feed it to their worry monster. Once the monster has eaten it, the worry can then be discussed and shared with an adult. At the beginning of the school year, each class create their own rules, for example, which adult should check the worry monster and when.

Monitoring of Behaviour Records

All behaviours will be logged on class recording sheet and submitted to learning mentor at the end of each week. The use of CPoMs to log Time Out and Time Out+ should be used by teachers and support staff.

Class teachers should have regular dialogue with parents/ carers when behaviour including low-level disruption is getting in the way of learning. This forms the basis for a collaborative relationship where school and home work together to make improvements and use consistent



SLT/ Learning Mentor to monitor the number of Time Outs/ Time Out + each fortnight. If a child reaches three, then the Class Teacher makes contact with the parents/carers for informal conversations. If no improvement is made and the same level of behaviour continues, a letter is sent out to invite parents to a meeting with the class teacher. The Learning Mentor and/or a member of SLT may attend if needed. An informal - individual behaviour plan/ chart (IBP) will then be put in place. These should include 2 or 3 achievable targets with a personalised reward system- the child and parent/carer are involved in the process of planning and reviewing each week. Examples of these are included in appendix 2.

If extreme behaviour is displayed, the Head Teacher may inform parents that their child may be at risk of exclusion.

Stage 2 monitoring-

In the event of behaviour failing to improve after two weeks on a behaviour plan, the SLT will:

- Send a letter home informing parents and inviting them in for a second meeting.
- Assign a mentor to work with the child and class teacher to explore additional strategies to try in class.
- Inclusion team staff may spend time observing in the classroom or playground or attend Crew sessions to support the child
- Additional monitoring charts will be completed by staff working with the child to spot triggers- see appendix 3
- Liaise with Class Teacher, Inclusion Manager, Learning Mentor and Parent Support Advisor for suggested support (Anxiety Workshops/Thrive sessions/self-regulation intervention sessions/ AIP support/ cluster referral).

At this stage, privileges may be removed including educational visits, playtimes and school events for an agreed period. The child will continue on a behaviour chart which will be monitored daily by SLT. Changes to timetable may be made and sessions may take place out of the classroom.

In extreme cases, the child will work in isolation from the class to complete work or work with alternative provision (e.g. AIP). The Headteacher will inform parents that their child may be at risk of exclusion.

CPoMs should be used to record conversations with parents and to upload and paper work- referral, behaviour charts etc.

The Headteacher will issue exclusions- internally or externally, following DFE guidelines (September 2017). In the absence of the Headteacher, the Deputy Headteacher or Senior Leadership Team will remove the child from class and the child will work in isolation. In some cases, the Deputy Headteacher or SLT may consult and deem exclusions is needed. Parents will be informed.

When a child is excluded (internally or externally), the class teacher will provide appropriate work for the child to complete. The Pastoral Lead will complete the correct paperwork which must be given to parents/carers on arrival to school.

When a child returns from a fixed term exclusion their parents will be asked to bring them to school and meet with the Headteacher or Deputy Headteacher for a reintegration meeting. The child may return to class following this meeting or may need to then spend time in an alternative class prior to returning to their normal teaching group. This is to allow the child time to settle back into school whilst breaking patterns of behaviour that may have developed in their own class.

These sanctions should be applied consistently in all classes for all children. It is important that the children know what is expected of them and that there are clear and fair sanctions if they do not meet expectations of behaviour.

(Once a child has been identified as being at risk of exclusion, the Headteacher will follow DCSF guidelines to support the child and avoid exclusion.)

Managing extreme behaviour

Where a child is unable to comply with school policy and difficult situations (child absconds class/ demonstrates dangerous behaviours/ disrupting a class by refusal and non-compliance) arise a clear set of procedures should be followed:-

- An agreed area is established in the classroom for self-imposed Calm-Down Time.
- Where this strategy fails, back-up is called for from the Pastoral Team or SLT.
- The child is spoken to calmly and told to follow the member of staff from the classroom. (Clear instructions given/ kinaesthetic prompts/ take-up time/ partial agreement)
- If the child refuses to follow then the class will be removed.
- The child is taken to a quiet space and supported to calm down using agreed strategies.
- When the child is calm and ready to go back to class they may return. The member of staff will stay with that child initially to support their return.

- The child will receive an automatic Time Out+ and engage in a restorative session the following day. (This will be held sooner if staff are available.)
- Team Teach will be used in extreme cases when the child puts themselves or others at risk of harm.

Senior Leaders will monitor behaviour in classrooms frequently. Where the member of SLT observes a difficult situation they will intervene and ask the child to step out of class rather than reprimand in front of the class.

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Behaviour Slip- Given to:

Given by:	Class:	Time:	Date:
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Reason for behaviour slip;

Damaging property	Swearing	Racist behaviour	Hurting someone
Rude behaviour	2+ timeouts in a day	Persistent name calling	Other

Incident (brief description):

Your child has been told the reason why they have been given a behaviour slip.

Note: If other children were involved, they will have been dealt with in accordance with the school behaviour policy. Your child may not be fully aware of this.

Why was I given a behaviour slip?

Next time I will.....

Tell a teacher	
Count to 10	
Walk away and come back later	
Focus on my learning	

Who I am going to say sorry to

Form to be photocopied and sent home to parents/carer

We have read the details of the behaviour slip. (Please complete and return to the class teacher of your child.)

Name of child:

Signed:

Date:



Behaviour Slip- Given to:

Given by:	Class:	Time:	Date:
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Note: If other children were involved, they will have been dealt with in accordance with the school behaviour policy. Your child may not be fully aware of this.

To be completed by pupil **TO A HIGH STANDARD-INCLUDING CLEAR SENTENCES AND NEAT HANDWRITING;**

All the reasons why I was given a behaviour slip-as explained to you by the member of staff:

How I will prevent it happening again, giving at least three ideas:

Who I need to apologise to (and why) and when you will do it:

Form to be photocopied and sent home to parents/carer

We have read the details of the behaviour slip. (Please complete and return to the class teacher of your child.)

Name of child:

Signed:

Date:

Appendix 2

Examples of behaviour charts

Week beg- _____

Targets-

Follow Instructions given by an adult

Complete learning set by class teacher



	Session 1		Break	Session 2		Reward (15 mins)	Lunch time	Session 3		Session 4		Reward (15 mins)
	9-9:45	9:45-10:30		10:45-11:15	11:15-11:45			1-1:30	1:30-2:00	2-2:30	2:30-2:50	
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

RAG Rate each session: Green = work completed and no more than 3 reminders

Ambers = Most of work completed and no more than 4-6 reminders/ 1 cool down

Red = work not completed or 6+ reminders and a time out/time out

Each green is worth 3 minutes reward time

Positive Behaviours	Negative Behaviours
<ul style="list-style-type: none"> ➤ Contribute to class discussions ➤ Talk kindly to adults and other children- polite tone and nice comments ➤ Try to complete work ➤ Help with jobs ➤ Stays in seat ➤ Plays with other children nicely ➤ Shares and takes turns ➤ Use calming 'toolbox' when in the red zone 	<ul style="list-style-type: none"> ➤ Shouting out ➤ Walking around the classroom ➤ Disturbing other people ➤ Making silly noises ➤ Rude comments to adults ➤ Not following Instructions ➤ Walking out of classroom ➤ Refusing to go in the classroom

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Targets:

1. To speak kindly when talking to other children and adults.
2. To concentrate on myself and what I need to do.



Aiming for 4 greens a day.

	Session 1	Playtime	Session 2	Lunchtime	Session 3	Session 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						



RAG Rate each session: Green= good session Amber= No more than 1 reminder needed Red= Several reminders needed/ didn't follow instructions

Appendix 3- behaviour trigger sheets

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ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior

Daily Behaviour Recording Sheet

Name: _____ Day/Date: 16.1.19

Time	Behaviour - include duration & trigger (if known)	Outcome – Strategies used to de-escalate etc.
8.45-9.15		
9.15-9.45		
9.45-10.15		
10.15-10.45	Trigger: Behaviour: Duration:	
10.45-11.15		
11.15-11.45		
11.45-1		
1-1.30		
1.30-2.00		
2-2.30		
2.30-3.15		