



Promoting Positive Behaviour Policy



WE CARE about Excellence: WE CARE about each other, learning and our school

The principles of this policy apply to all year groups at Attenborough School (2-11) but should be adjusted to match the age and needs of different groups/individuals particularly in ensuring that timescales between rewards and sanctions are appropriate for all.

Introduction

- We believe that children need to be able to learn in a safe and emotionally supportive environment and that this is a prerequisite for learning.
- We believe in setting high expectations for behaviour and giving praise and rewards for children who meet these expectations and are effective role models for others.
- We believe that if bullying occurs, it needs to be tackled energetically by working with all parties concerned. The whole school community will continually work together to give a clear message that bullying is unacceptable in our collective WE CARE culture.
- We believe that there must be clear and effective procedures in place to deal with bullying which are known by children, parents/carers and school colleagues.

From this point forward, children are referred to as learners.

Our 'WE CARE' Culture from all, for all

We believe that this policy should be simple and consistent across our school. We have clear Attenborough citizenship and learning values. These are promoted around our school and throughout our community. The language of WE CARE is embedded in our culture through regular discussions and consistent reinforcement, providing effective guidance to all.

What do our Global Citizenship character traits mean? We Care about each other



Be Kind: We will encourage learners to be kind to others and to think of ways to solve problems which do not involve hurting others. This means that learners must keep each other physically and emotionally safe and that actions that cause danger or risk to others will not be tolerated. This point is fundamental to the school's approach to tackle and prevent bullying.

Be Helpful: We will encourage our learners to understand that they come to school to learn and that it is unacceptable to stop the learning of others. We believe in 'working together' and supporting others to achieve, whether in lessons, in the dinner hall or on the playground. We enjoy and celebrate the success and achievements of our peers.

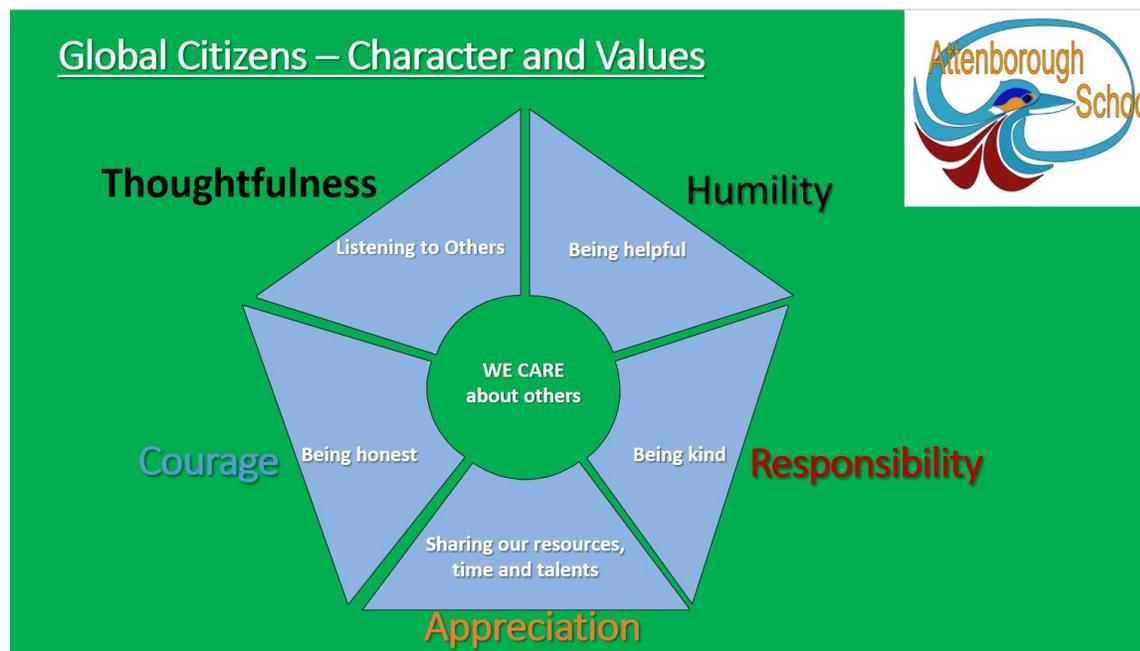
Listen to others: We believe that everyone's opinion should be heard. Everyone in our school should be treated with respect and should feel comfortable when expressing their views or opinions. We don't always have the same opinions but will acknowledge others, attempting to resolve differences in a changemaker fashion.

Be Honest: Through WE CARE, we encourage the mindset of learning from mistakes and reflection. Honesty is an integral value which we believe in as a school and will support our learners in becoming the successful global citizens of tomorrow. Therefore, we expect honesty from all as a cornerstone for future trust and unity.

Share time and talents: We will encourage learners to value relationships in school and devote time to each other 'working together'. This includes sharing of our talents and time to support others to help them to improve and identify themselves within of our school culture.

The global citizenship character traits are linked to our identified WE CARE school values.

Thoughtfulness; Humility; Responsibility; Appreciation and Courage.



WE CARE Learning behaviour/skills. We Care about learning



We expect all learners at Attenborough School to demonstrate very high standards, both when directly supervised and also where there are opportunities for independent application. We expect and trust learners to make good choices about their own behaviour, their learning, their relationships and our school. We promote self-regulation and increasing independence from all learners as they progress through our school. Our Prefects and House Captains are expected to role model the best of behaviour and conduct to inspire and motivate others.

Positive reinforcement of WE CARE Behaviour and Conduct

We believe in visibly praising and rewarding learners and publicly acknowledging those who consistently make the right choices within our culture. We have developed a range of rewards to support us with this- these form the 'backbone' of our approach to embedding our culture of excellence through WE CARE.

House Points

All colleagues are encouraged to reward witnessed WE CARE excellent conduct and behaviour through our House system. This has a positive effect of consistently reinforcing what 'success in our culture' looks like and acknowledges positively the expected behaviour standards. Every child is a member of one of our four houses. House points are collated in classrooms and collected weekly by our Prefects. These points are accumulated on a half-termly basis and the Team Cup is awarded.



Merit Points

All colleagues are encouraged to consistently reinforce our WE CARE learning behaviours witnessed through the reward of individual merit points. Learners collect merit points and when they have collected ten, they are entitled to visit the Headteacher to collect a full merit. The Headteacher will record merits and when a child passes a ten boundary, a special certificate/badge is awarded in Achievement Assembly. Gold Merit winners (30 merits); Platinum Merit winners (50 merits) and Amethyst Merit winners (100 merits) are placed in our Hall of Fame display within the main hall. Parents are invited into assemblies on these special occasions of 30, 50 and 100 merits achieved.

Headteacher WE CARE Award

This is presented to one learner from each class every fortnight (FS2- Year 6) in WE CARE Achievement assemblies. Certificates are used to recognise exceptional commitment to WE CARE learning behaviour/skills. The WE CARE winner is invited to join the Headteacher for a hot chocolate to discuss their achievement and school further. Winners names are added to the school's monthly achievement bulletins.

Kingfisher Award

This is presented to three learners across the school in fortnightly Kingfisher Achievement assemblies. Certificates are used to recognise and reward positive behaviour and conduct in relation to our Global citizenship character traits/values both within school and across the wider community. The teaching and support teams nominate learners and then agree who is to receive a Kingfisher Award. The Kingfisher Award winner is invited to join the Headteacher for a hot chocolate to discuss their achievement and school further. Winners names are added to the school's monthly achievement bulletins.

How we respond to unacceptable behaviour

Step 1

If a learner behaves in a way which is unacceptable (in relation to our WE CARE expectations) then the member of staff will initially remind the learner of our shared values and encourage them to make a good choice regarding future behaviour. At this point, a warning of consequence/time-out may also be issued if the learner were to continue to demonstrate the unacceptable behaviour. This gives all learners a chance to reflect and make the choice to correct previous actions. If the member of staff deems that the behaviour is severe enough then they may also apply the point below or refer directly to non-chance behaviours (Annex A)

Stage 2

If behaviour is severe enough, or continues after a reminder, positive encouragement/warning, a consequence/time-out period will be determined by the professional working with the learner. For older learners when deemed appropriate, consequence time will result in the learner re-considering their choices outside of lesson time with a duty teacher who collects all Consequence cards.

Stage 3

For (Years 1-6) and if appropriate, if unacceptable behaviour continues, the learner will be asked to continue their lesson in an alternative classroom, or independently under sight and sound supervision in our common areas. Should this happen, the class teacher will contact the



learner's parents either by phone, a note in the home-school reading diary, or in person on occasions when a learner has been sent to another classroom, or required to complete a lesson independently in our common areas.

The class teacher will outline the steps taken in line with this policy and the reasons why. We expect that it would be a rare occurrence that a learner would find themselves in such a situation as a result of the positive reinforcement systems in place. The Headteacher and SENDCo may also be consulted and informed of any learner who requires Stage 3 behaviour intervention more than once in any given half-term period.

Example of Consequence Card – issued to learners when professionals deem age appropriate and with consideration of additional need.

<i>Core values expectation for all</i>	5 minutes	10 minutes	15 minutes
<u>Caring about learning (respecting one voice)</u> <i>Unacceptable behaviour—Interrupting teachers' input in the class or talking over a friend</i>			
<u>Caring about others (showing good manners)</u> <i>Unacceptable behaviour—Challenging or ignoring an adult decision or instruction</i>			
<u>Caring about our school (corridors are safe for all)</u> <i>Unacceptable behaviour—Running or shouting in corridors</i>			

Name: _____ Date completed: _____

Unacceptable behaviours addressed through the Consequence system

- Interrupting a teacher's input to the class or talking over a friend who has been given permission to share ideas to the whole class. (This reduces the negative impact of unacceptable behaviour during whole class learning through teacher inputs).
- Challenging or ignoring an adult decision or instruction. (This ensures the safety of all as decisions and instructions in school are often given to ensure the safety and well-being of all).
- Running or shouting in school corridors/common areas. (This ensures the safety of all and maintains a peaceful and purposeful environment).

Response to 'no-chance' severe behaviour actions

We have identified particular behaviours which are classified as 'no-chance' behaviours. These include physical aggression/violence towards other learners or colleagues, total non-compliance which impacts on the culture of the classroom, individual or collective safety, or serious damage to school property or resources. These behaviours are referred directly to the Headteacher, in their absence the Key stage leaders or SENDCo. The behaviour is logged on My Concern and parents are informed. If required, parents may be invited to a meeting to



discuss the behaviour action and if deemed necessary a Positive Behaviour Plan may be devised with support from the SENDCo.

Strategies for promoting positive behaviour and procedures to manage unacceptable behaviour are outlined in Annex A.

Positive Behaviour Plan

If a learner needs more support to meet our universal expectations set out in this policy, this would be described in a Positive Behaviour Plan (PBP). Our SENDCo will initially liaise with professional colleagues and parents and if required as a next step, external support agencies to build a team around the learner to best support an individual learner's needs.

Where appropriate, parents will be contacted and invited into the school to participate in the development of the PBP if a learner is exhibiting a **pattern of behaviour** that may need additional support. A PBP will contain clear targets and expectations for behaviour and also detail the agreed strategies between school and home that all those involved with the learner will consistently apply to help improve the behaviour. The behaviour of the learner on a PBP will be closely monitored to see the impact of the strategies and to acknowledge signs of progress and improvement. During this time, we believe it is very important that there continues to be close communication between home and school. This may take the form of contact through an agreed journal, or in exceptional cases, a telephone call.

- If the PBP is ineffective and repeated incidents of severe behaviour occur, with the parent's permission, external agencies linked to Targeted Services will be contacted, e.g. Educational Psychologist and/ or Educational Social Worker. Where this multi-agency work is initiated meetings will be documented.
- Physical intervention may be necessary to prevent an individual harming themselves or others (see MOD physical intervention policy)
- If a learner is causing a significant risk of harm to themselves or others, they may be excluded for set periods of time or permanently (see MOD exclusion policy) Professional judgement is applied by the Headteacher, SENDCo and Key Stage leaders in such situations. Consultation with the school's Area Education Officer (DCS) will also be sought. Both the age and need of a learner will be considered.

Monitoring and Evaluation.

To ensure that our approach maintains the highest standards of behaviour and conduct through our WE CARE values; in addition to identifying, stopping and preventing bullying is working as effectively as it should; the following monitoring and evaluation measures are employed:

- School leaders will monitor behaviour through discussion with colleagues and informal observations of behaviour during each school day. Behaviour concerns may also be shared in teaching team meetings.
- The Headteacher, SENDCo and Key Stage Leaders monitor the impact of any behavioural issues through conversations with learners.
- Leaders, including the Headteacher will maintain a high visibility approach throughout their time in school.



- Serious incidents of behaviour referred to the Headteacher are recorded on My Concern and shared with appropriate colleagues in school.
- All Consequence Cards are recorded and trends or spikes are communicated to all colleagues by class teachers.
- The SENCo liaises regularly with colleagues in order to identify possible behaviour and bullying issues. This includes monitoring the consistent application of the policy across the school and ensuring that teaching colleagues have effective behaviour management strategies. Training needs are identified and supported by leaders, this includes Positive de-escalation training.
- The Headteacher liaises regularly with the SENDCo to discuss any issues and to plan strategies.
- The Headteacher reports to Governors and MOD Schools/DCS on the effectiveness of this policy in practice and standards of behaviour in school. This area is assured during Core Visits (x3 per academic year) from DCS.
- Incidents of racist behaviour or bullying are reported to DCS immediately.
- This Policy is reviewed by our SGC in the light of practical experience of its implementation. Amendments may be considered as new, or more effective practice, is developed and refined to meet changing learner individual or collective need.

Reviewed: May 2024



No chance behaviour actions

Examples of unacceptable behaviour actions	Sanction Procedure
<ul style="list-style-type: none"> • Being Unkind (e.g. name calling) • Misuse of property / equipment • Getting angry with others – ‘no physical contact’ 	<ol style="list-style-type: none"> 1. Warning or Consequence Card issued 2. Consequence time/time-out completed 3. Referred to class teacher 4. Referred to Key Stage leaders or SENDCo 5. Referred to Headteacher
No Chance Behaviour actions – these are to be investigated and sanctioned outside of our universal Consequence/ Time-out procedures	
<ul style="list-style-type: none"> • Injuring someone (e.g. kicking, punching, biting) • Intentionally damaging the property of others or school property (e.g. deliberately stamping on a toy car) • Swearing at a peer or member of staff • Refusing to co-operate or being rude to a member of staff (e.g. running away, answering back, ignoring adult instruction) 	<p>These behaviours do not warrant a warning. In these instances, learners will be referred to the Headteacher, SENDCo or Key Stage leader. After investigation an age and need appropriate Consequence or Time-out will be issued. These incidents are recorded on My Concern where information and action taken is recorded for future reference.</p> <p>*Age appropriate/in the moment time-outs will be used by colleagues across the school when responding to no chance behaviours from younger pupils or those with identified additional need. All incidents and sanctions applied will be recorded on My Concern for Headteacher and SENDCo monitoring*</p>

If a learner has caused harm to themselves or others, or continues to pose an ongoing risk of such, the impact of this on their own and others safety will be considered in line with the DCS exclusion policy. Professional judgement will be applied by the Headteacher, SENDCo and Key Stage leaders in such situations. In addition, when possible further consultation with the school's Area Education Officer (DCS) will also be sought. Both the age and need of a learner is given consideration in regards to use of this policy which can result in temporary periods of exclusion, or permanent exclusion.