



The Palmer Academy

Positive Behaviour Policy

Policy statement

The Palmer Academy is 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. Our behaviour policy guides staff to teach self-discipline not 'blind compliance'. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Policy aims

- ✓ To create a culture of exceptionally good behaviour: for learning, for community for life
- ✓ To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ✓ To refuse to give learners attention and importance for poor conduct
- ✓ To help learners take control over their behaviour and be responsible for the consequences of it.
- ✓ To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ✓ To promote community cohesion through improved relationships.
- ✓ To ensure that excellent behaviour is a minimum expectation for all.

Policy purpose

- ✓ To provide simple, practical procedures for staff and learners that:
- ✓ Recognise behavioural norms
- ✓ Positively reinforces behavioural norms
- ✓ Promote self-esteem and self-discipline
- ✓ Teach appropriate behaviour through positive interventions

Rules

There are three school rules that should be displayed in every classroom and the pupils should know and follow:

**Ready.
Respectful
Safe.**

Some examples include:

Ready

Be on time
Wear the correct uniform
Have the right equipment and kit
Looking and Listening
Stop when you hear the bell or whistle

Respectful

Listen to others and expect to be listened to
Use appropriate language and tone
Look after the building, displays and equipment

Safe

Be in the right place at the right time
Tell an adult if you have a problem
Move around school calmly
Use equipment correctly



Our Behaviour Blueprint

5 Pillars of Practice for Adults

1. Consistent calm adult behaviour.
2. First attention for best conduct.
3. Relentless Routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Rules	Recognition	Stepped Sanctions
<p>Be Ready</p> <p>Be Respectful</p> <p>Be Safe</p>	<p>Positive reinforcement.</p> <p>Acknowledgement.</p> <p>Recognition boards in classrooms.</p> <p>Caught in the act.</p> <p>Private sincere verbal praise.</p> <p>Behaviour Stars Positive Notes.</p> <p>Positive referral to colleagues or leadership.</p> <p>“Good News” positive note home for ‘above and beyond’.</p> <p>Positive text home.</p> <p>Positive phone call home.</p> <p>Name in the golden book for ‘Above and Beyond’*.</p> <p>Reward afternoons.</p>	<ol style="list-style-type: none"> 1. Redirection (Gentle hint) 2. Reminder (remind of 3 rules. This can be done more than once). 3. Caution (clear verbal caution, outlining consequences if behaviour continues). Last Chance (final opportunity to engage, use scripted intervention). 4. Time Out/Sanction (a time out of the room for the child to calm down). 5. Internal Referral (the remainder of a lesson in another class) 6. Restoration (this conversation must be with the member of staff who addressed the incident.).

Restorative Conversation

1. What happened?
2. What were you thinking at the time?
3. Who has been affected? How?
4. What should we do to put things right?
5. How could we do things differently in the future?

If a child reaches Time Out the behaviour incident must be recorded on the behaviour log sheets. Some pupils may require a Behaviour Plan and personalised timetable to help them achieve individual targets. These will be distributed and communicated to relevant staff.

*Rewards should foster relationships, not materialistic.

**Exceptional behaviour only.



Consistency is key

- ✓ **Consistent language; consistent response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- ✓ **Consistent follow up:** Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- ✓ **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- ✓ **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- ✓ **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- ✓ **Consistent respect from the adults:** Even in the face of disrespectful learners!
- ✓ **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- ✓ **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.
- ✓ **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

All staff

- ✓ Meet and greet at the door.
- ✓ Refer to 'Ready, Respectful, Safe'
- ✓ Model positive behaviours and build relationships.
- ✓ Plan lessons that engage, challenge and meet the needs of all learners.
- ✓ Use a visible recognition mechanism throughout every lesson.
- ✓ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ✓ Follow up every time, retain ownership and engage in reflective dialogue with learners.
- ✓ Never ignore or walk past learners who are behaving badly.

All Leadership

- ✓ Be a visible presence around the site and especially at changeover time
- ✓ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ✓ Ensure staff training needs are identified and targeted
- ✓ Regularly share good practice
- ✓ Encourage use of Positive Notes and Positive Phone Calls
- ✓ Regularly celebrate staff and learners whose efforts go above and beyond expectations
- ✓ Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- ✓ Support teachers and leaders in managing learners with more complex or entrenched negative behaviours
- ✓ Use behaviour data to target and assess wide behaviour policy and practice
- ✓ Regularly review provision for learners who fall beyond the range of written policies
- ✓ Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- ✓ Take time to welcome learners at the start of the day



Responding to poor behaviour choices: our steps & actions

1) Redirection

Gentle encouragement, a 'nudge' in the right direction, small act of kindness

2) Reminder

A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

3) Caution

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

- I. Gentle approach, personal, non-threatening, side on, eye level or lower.
- II. State the behaviour that was observed and which rule/expectation/routine it contravenes: "I have noticed that...this is not ready/respectful/safe."
- III. Give the learner clear direction or acceptable choices: "I need you to...or..."
- IV. Refer to previous good behaviour/learning as a model for the desired behavior: "I remember when..."
- V. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later: "That's what I want to see now. I know you can do this. Thank you for listening."

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

4) Time Out/ Sanction

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

- ✓ The learner is asked to speak to the teacher away from others
- ✓ Boundaries are reset
- ✓ Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- ✓ Learner is given a final opportunity to reengage with the learning/ follow instructions
- ✓ Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.



5) Internal referral

At this point the learner will be referred internally to another class for the remainder of the lesson.

6) Restoration

A restorative conversation should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.

1. What happened?
2. What were you thinking at the time?
3. Who has been affected? How?
4. What should we do to put things right?
5. How could we do things differently in the future?

If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

7) Formal Meeting

A meeting with the teacher, learner and Assistant Head or Head, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

This meeting will include the teachers, learner, Assistant Head, Family Support Manager or ELSA, Parent/Guardian. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation. The meeting may be part of the stepped approach to supporting behavior below and recorded and signed.

There may be an element of 'payback' in the action plan from this meeting.

Learners may be asked to positively contribute time back to the school as part of the process of repairing the damage they have caused.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behavior.



Extreme Behaviour

Extreme behavior is a serious breach incident that may lead to community service, internal exclusion (reflection and completing work away from peers) or fixed term exclusion.

On occasions of severely disruptive, challenging or dangerous behaviour (and where restorative justice is deemed inappropriate or has been unsuccessful), it may be necessary to issue an exclusion (internal or external) immediately.

Below is our 'extreme behavior thermometer' with consequence options. All incidents will be dealt with in isolation, taking into account the context, triggers, intent and action. Statements from all parties and incident reports will be recorded on CPOMS. Any decision to exclude will be taking by the Head, Deputy of Executive Headteacher. The Exclusions Policy should then be consulted.

Incidents deemed 'serious' can include (but is not limited to) any of the following:

Thermometer	Unacceptable behaviour	Consequence options	Actioned by
Hottest	<ul style="list-style-type: none"> Targeted physical aggression towards an adult or another child Leaving school without permission Using objects to hurt someone Repeated racist or homophobic incidents Repeatedly using sexually offensive language Repeatedly bringing dangerous or illegal items into school Repeatedly stealing Repeating any of the below 	<ul style="list-style-type: none"> Permanent exclusion Fixed term exclusion Meeting with parents/carers: Pastoral Support Plan or Consistent Management Plan (CMP) Reflection time and complete work not in a class and/or community service (to repair damage). <p>All followed by restorative conversation</p>	<ul style="list-style-type: none"> Head, Deputy, Executive Head with adult who witnessed behaviour
Hot	<ul style="list-style-type: none"> Using racist or homophobic language Using sexually offensive language Threatening others Punching, hitting, slapping, pinching Kicking or tripping someone deliberately Biting, spitting, head-butting Fighting Endangering the lives or wellbeing of others or themselves 	<ul style="list-style-type: none"> Reflection time to complete work in another year group for a fixed period of time (only two days if continued violence towards others is a concern). Meeting and/or phone call with parent/carers Meeting with parents/carers: Pastoral Support Plan or Consistent Management Plan (CMP) Referral to Inclusion Manger and professionals for advice and support <p>All followed by restorative conversation</p>	<ul style="list-style-type: none"> Class Teacher or Assistant Head with adult who witnessed behaviour
Warm	<ul style="list-style-type: none"> Leaving the classroom without permission Refusing to return to class when expected to do so Swearing, rudeness, making fun of others, name calling, insulting others Arguing with staff, talking back/back-chat, ignoring or walking away from staff Damage to school property, resources or work Pushing, pulling, poking, twisting Throwing things at others 	<ul style="list-style-type: none"> Loss of social time (play/lunch) Work in parallel class for a fixed period of time Individual Positive Behaviour Plan (IPBP) <p>All followed by restorative conversation</p>	<ul style="list-style-type: none"> Staff member: class teacher or other staff with adult who witnessed behaviour
Cool	Acceptable behavior: ready, respectful, safe		



External exclusions can only be authorised by the Head, Deputy or Executive Head. These incidents will be recorded and filed within CPOMS.

Anti-Discrimination

- Alleged **bullying** incidents; refer to our specific Anti-Bullying policy. These must be recorded and reported to Assistant, Deputy or Head further investigation via a Anti-Discrimination and Anti-Bullying Form (provided to the Local Authority).
- Alleged **racist** incidents must be recorded on CPOMS and passed on to the Assistant, Deputy or Head who will take necessary further action.
- Alleged **homophobic** incidents must be recorded on CPOMS and passed to the Assistant, Deputy or Head who will take appropriate action.
- Alleged incidents of a **sexual** nature must be recorded (in the first instance) using CPOMS and passed on immediately to the Assistant, Deputy or Head who will take appropriate further action.

Younger classes (EYFS/ Autumn Term Y1) may use a system that is more immediate and appropriate for very young children whilst still adhering to the whole school approach for behaviour.

Any member of staff reporting a serious incident should expect to have some feedback about what consequential steps were taken but this is not always appropriate depending on the nature of the incident.

Support where behaviour is causing a serious and persistent concern

Where behaviour is an ongoing concern, the Class Teacher will be supported by the Senior Leadership Team to work with the child and his/her Parents/Carers to look to improve behaviour by implementing additional strategies and support;

Behaviour Support Steps

Individual Positive Behaviour Plan (IPBP) – this is completed by the class teacher in the first instance often with the support of a pastoral team member and the Inclusion Manager/SENDCo where appropriate. This is a low-level assessment of potential triggers for known behaviours and how best to support the child through them.

Consistent Management Plan (CMP) – this is the next level of assessment beyond an IPBP (above) and is to be completed when behaviours are becoming increasingly more difficult to manage in the classroom or on the playground. This would tend to be necessary when a child is receiving one-to-one support for their behaviour. This should be led by the Deputy/Assistant Head and Inclusion Manager/SENDCo with the collaboration of the teacher and learning support assistant and preferably with the child and their parent or carer. This form could be used to support any referral for external support from alternative providers and/or SEND diagnosis.

Pastoral Support Plan (PSP) – This is a parent/carer-friendly plan that will provide accessible, practical information to support the parent/carer and other adults in understanding how they can support the child. A copy of these will be kept in an agreed, accessible place for all staff to access.

Positive Physical Contact and Positive Handling

There are occasions when school staff may have cause to make physical contact with children for a variety of reasons; there is a difference between positive physical contact and positive handling.

Reasons for positive physical contact could include;

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to praise a pupil (pat on the back, high-five)
- to gently direct a pupil (hold hands, arm around the shoulders)
- for curricular reasons (for example in PE, Drama etc)



- in an emergency to avert danger to the pupil/pupils or staff

In rare circumstances, when positive handling is warranted, this should be reasonable and must never be used as a punishment.

The use of any force can only be regarded as reasonable if the circumstances of an incident warrant it; i.e. it is necessary to prevent harm to themselves or others or significant damage being caused to school property or property of others.

Without exception, the degree of force must be in proportion to the circumstances of the incident, age and understanding of the child and the seriousness of the consequences it is intended to prevent.

Incidents of positive handling will, where possible and practical, be undertaken by a member of trained staff.

Use of any physical force, as a result of positive handling, must always be a 'last-resort' or 'critical-situation' option.

School searches and banned items

It might be necessary for a pupil's property or clothing to be searched for items believed to be stolen, illegal or simply not allowed on school premises.

A staff member does not need to obtain written consent in order to search a child or their possessions. A member of staff can ask the pupil to hand over an item, or ask whether the staff member can look in the pupil's bag or drawer.

The Head can authorise staff to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All requests for pupils to hand over items or searches carried out of pupils or their possessions must be done with at least two members of staff present.

Prohibited items are outlined in **Searching, Screening and Confiscation Guidance 2014 (DfE)**