First Tower School

Positive Behaviour

Policy 2021

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Introduction

At First Tower School we believe in taking a positive and proactive approach to behaviour management which is significantly influenced by our values. We believe in nurturing children to make the best decisions they can, and when this does not happen, to provide an opportunity of reflection, reconciliation and an opportunity to "start anew". Good behaviour is essential in order for effective teaching and learning to take place, and pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair.

Everyone at First Tower School has a part to play in the promotion of high standards of behaviour. Our staff want to establish a clear and shared understanding between teachers, support staff, parents and children about the standards of behaviour we expect at school, how we encourage good behaviour and what we do to discourage inappropriate behaviour.

Aims

At First Tower School we endeavour to:

- Promote equality of treatment and equal access to educational opportunity within the school community;
- To develop a moral framework based upon values.
- Create a calm, purposeful and happy atmosphere within the school which enables all children to access the curriculum;
- Foster positive caring attitudes towards everyone in the community.
- Acknowledge and value achievements at all levels in an environment that encourages pride in effort as well as achievement;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- Make boundaries of acceptable behaviour clear and ensure that appropriate behaviour is encouraged and recognised;
- Apply a consistent approach to behaviour throughout the school and work alongside parents/carers to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Principles

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable.

School Rules

We have six rules to remind everyone of how to behave:
1. **We are kind and helpful** – we do not hurt people's feelings
2. **We are gentle** – we do not hurt anybody with words or actions.
3. **We look after property** – we do not waste or damage things
4. **We listen to people and show respect** - we do not interrupt and we are not rude
5. **We are ready to learn** – we do not waste our or other people's time
6. **We are honest** – we do not cover up the truth

School Values
We have 3 school values to remind everyone how to behave:
Together we…
- Respect
- Learn
- Persevere

In the autumn term children are asked to work together to explore what the rules and values means to them and write, photograph or draw examples of people doing these things. This forms the basis of the class contract. The values are clearly displayed around the school, including in the playground and in every classroom.

Rights and Responsibilities

"Everyone who works with children should do what is in the best interests of the child."

Article 3 United Nations Rights of the Child

UNRC Article 19: You should not be harmed and should be looked after and kept safe.
UNRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

As a Rights Respecting School we value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The Jigsaw PSHE curriculum resource is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. Our classroom environment gives clear messages to children about the extent to which they and their efforts are valued. **Relationships** between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms are organised to develop independence and personal initiative, they are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classrooms provide a welcoming and affirming environment, which are accessible to all learners through differentiation.

Behaviour Strategies and the Teaching of Good Behaviour

All adults in our school are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour. We aim to ensure that children experience success through their efforts and feel recognised as individual and unique people who have things to offer as well as to learn.

Pastoral care

We believe that our supportive, welcoming ethos, combined with the pastoral care provided by all staff and, in particular, our ELSA worker and SENCo are essential if we are to understand, respect and care for every child as an individual. The knowledge and understanding that this provides us with is invaluable. It enables us to be proactive in supporting children who may be experiencing situations which affect their behaviour.

Assemblies focus on children's pastoral development. Through the selected themes in the Discovery RE scheme of work and the Jersey Passport children

will be provided with support and guidance in a wide range of morals, values and attributes.

In addition we use the Jigsaw PSHE scheme of work as a tool for developing all children's SMSC. This resource offers an explicit and structured whole-curriculum framework. It is delivered mainly by class teachers but all adults who have contact with children – teaching assistants, lunchtime supervisors and support staff – need to be aware of the vocabulary used and the key ideas that are introduced to the children.

The Curriculum and Learning

An appropriately structured curriculum and effective learning, makes a significant contribution in ensuring appropriate behaviour and attitudes develop.

To avoid the alienation and disaffection which can lie at the root of poor behaviour; teachers plan thoroughly for the needs of individual children, actively involving them in their own learning and giving structured feedback.

As adults working alongside the children, we are responsible for modelling positive and respectful behaviour towards both the children and each other. Every child should be treated sensitively; responses should never damage self-esteem, focussing on the behaviour rather than the individual child.

Behaviour is learned and taught in the same way as we teach other areas of the curriculum; through modelling of and praise for good practice. Adults not only model ways of resolving conflict, but demonstrate and develop concepts such as trust, respect and valuing individual diversity. We should always actively listen to each other in order to respond sensitively and constructively to issues.

Rewards

Each class has individual and whole class reward systems in place to recognise and encourage good work and desirable behaviour. These may include:

- Smiles, encouragement and praise which is meaningful, specific and refers to the rules
- Stars, marbles and certificates
- House Point certificates
- Being given a responsible job in the classroom
- Stickers, Well done slips, 'Happy notes'
- Showing significant achievements to Head or Deputy, other teachers, other classes and also in assemblies
- Conversation at the end of the day, phone call home (this call should only be made from school)

- Sharing good news with parents/carers- Pot of Gold Certificate
- Learner of the Week certificates

Celebration

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment. We hold a whole school celebration each week. Teachers or pupils choose a child from each class to be rewarded with a 'Learner of the Week' certificate and share their social or academic achievement with the rest of the school. Pupils can also be awarded house points by any member of staff for good learning or positive attitudes and behavior. Children collect house points on a card and once their card is full they are awarded a special house point certificate. Other achievements such as sporting excellence including good sportsmanship are also celebrated.

Consequences for unacceptable behaviour (Sunshine System)

Please refer to flowchart (appendix 1)

We understand that children may misbehave for a variety of reasons. For fairly mild negative behaviour which is disrupting the flow of teaching, learning or safe play, **we always check for understanding of the task/instruction.** A child is **given a reminder of what the adult <u>does</u> want to see**. The adult will give wait (or take up) time here. If the negative behaviour continues, a warning is given to 'Make a good choice'. If the negative behaviour still continues however, a consequence is applied (Level 1) Move to cloud and loss of **5 mins** playtime or lunchtime, if the child then makes a good choice and their behaviour becomes positive, they have earnt back their breaktime or lunchtime & should move back to the sunshine.

If the Level 1 consequence fails to impact on a child's behaviour, they are **given a reminder about what the adult does want to see**. If their behaviour continues to disrupt teaching or learning, a warning is given to 'Make a good choice'. If the negative behaviour continues however, a consequence is applied. Name moved to rain cloud. The child is moved away to a **'time out' space** within the classroom and works in isolation. **10 mins** is deducted from breaktime or lunchtime (Level 2). If the child then makes a good choice and their behaviour becomes positive, they can attempt to earn back their break or lunchtime and move back up the sunshine system. Any behaviour reaching L2 should be logged on SIMS.

If the Level 2 consequence fails to impact on the child's behaviour (move name to storm cloud), the child will be asked to move to the parallel class and should take their learning activity to complete. **Time away** is an opportunity for the child to avoid a continuing negative spiral. If this is successful, they can negotiate with the adult to earn back some of their break time & move back up the sunshine system. If this proves ineffective, the child will be referred to the Phase Leader.

Children at this level need to be provided with a **reflection sheet (Time out to think) ideally** to be completed with the support of an adult so that they can reflect on their behaviour and talk this through.

NB. Higher level inappropriate behaviour automatically go to this stage and the SLT should be informed.

The purpose of intervention is to modify behaviour. Persistent negative behaviour can indicate an underlying problem, which needs investigation. In cases of serious concern the support and advice of the SENCo should be made who may contact outside agencies.

Pupil Support Systems
A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs relating to behaviour, may find it continually difficult to follow our rules.

In order to support our most vulnerable pupils, individual strategies will therefore need to be implemented. These may include:

- Meeting of all involved, including parents/carers - to draw up a plan of action
- Liaison with parents/carers (at least weekly)
- Home-school 'Good News/'I can' book
- SEN staff and class teacher jointly planning appropriately differentiated work
- Daily planners and targets set with appropriate rewards
- Use of a 'Lunch Club' at lunchtime
- Additional 1:1 support for emotional well-being or learning
- Relevant staff training or CPD
- Involvement of outside agencies (SEMHIT, ASCIT, Educational Psychologist etc.)

Parents/carers will be encouraged to be involved in working with the school in managing their child's behaviour issues. It may also be appropriate to complete an Early Help Assessment if multi-agencies are involved with the child or a Behaviour Support Plan (Positive Safer Handling Plan (PSHP) if the child is at risk of exclusion. Application for a Record of Need (RON) may be made in the longer term, if appropriate.

Bullying and Harassment
Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying very seriously and work with all members of our school community so that they know:
- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

Management of Incidents

There may be occasions, rather than issuing a fixed term suspension, where the school will, offer an internal suspension. This will mean the child will come to school, but will not be with their peers for the duration of the exclusion. The child will be required to enter and leave the school via the front entrance and will work in a room away from their peers. The child will also remain inside during play times and lunch times.

However, if behaviour is believed to be of a serious nature a period of external suspension may result.

Only the Head Teacher (or Deputy in her absence) can suspend a pupil from school. Suspension should not be decided in the heat of the moment, although a rapid response can be made if there is an immediate risk to the safety of others in the school, or the pupil concerned. A decision to exclude a child will be taken if:
- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Defining Exclusion

Exclusion is a disciplinary measure that the Head teacher of a school may use to deal with incidents of serious misbehaviour. There are two types of exclusion:

1. Suspension

This is for a specified number of days. The Head teacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school term. For longer suspensions the Head teacher must obtain the agreement in writing of the Chief Education Officer.

2. Permanent Exclusion

Permanent exclusion is extremely rare in Jersey. Before a Head teacher can permanently exclude a pupil they must first obtain the agreement in writing of the Chief Education Officer and secondly, if he/she agrees, the agreement in writing of the governing body of the school (where this applies).

Before reaching a decision the Head teacher will:
- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary, consult others.

Part 6 of the Education (Jersey) Law 1999 sets out the duties of Head Teachers in relation to the management of behaviour and discipline. The Law requires Head Teachers to determine what is to be regarded as acceptable behaviour and the measures that shall be taken to manage the conduct of pupils. In doing so, head teachers are required to ensure that any such measures are consistent with any advice and policy provided by the Minister and to make them generally known within the school and amongst the parents of the pupils. The Law also gives Head Teachers the power to exclude a pupil from a provided school.

Even if the suspension is only for one or two days' duration, schools are expected to:

- continue the pupil's existing involvement in any non-school based learning (for e.g. work experience, college courses) unless there is an evidenced health and safety issue
- provide homework or class work and maintain contact with the pupil (email, phone) on a daily basis. This contact could be with the pupil's keyworker (if one is in place)
- provide a named school contact who can address any concerns

Working in Partnership with Parents and Carers

At First Tower School we believe in working to build a partnership with parents/carers so that we are able to support their child by promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Newsletters and through awards which are sent home.
- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions.
- Ensuring parents are involved in working with the school in managing their child's behaviour issues including through their involvement in their One Page Profile, PSP and TAC meetings where appropriate.

Liaison with other Agencies

Where there is continuing cause for concern, class teachers should discuss arrangements for securing external advice with the SENCo. Support may be obtained from the area Behaviour Support Team (SEMHIT).

Individual Risk Management/Behaviour plans.

- Teachers will identify behaviour concerns to SENCo/SLT.
- Individual plans and Risk Assessments will be created for children and shared with parents.
- If pupils display continuous disruptive behaviour, a multi-agency assessment will be considered.

- We will act on advice from specialists.

Behaviour beyond the school gates

We have high expectations for our children at all times. When children are taking part in school-related activities, travelling to and from school and/or are wearing school uniform, we remind children, that they are representing the school and we do expect excellent behaviour.

Should there be any misbehaviour on such occasions outside of school, which could impact negatively on pupils in school or affect the school's reputation, then we will investigate this behaviour and work with parents to ensure appropriate resolution.

The Use of Restrictive Physical Intervention (RPI)
At First Tower school, our policy is to avoid the use of force unless absolutely necessary.
Teaching staff have been MAYBO trained and only intervene physically to restrain a child if:

• it is to prevent injury to another child
• a child is in danger of hurting him/herself
• it is to prevent injury to a member of staff.

If such an incident occurs the child will be guided by an adult to a 'safe place'. Once the child is in the 'safe place' the adult will stay nearby to ensure the child is safe.

Once children have de-escalated, time will be given to talk about what has happened. Parents should always be informed of any incident involving RPI. Parents should be included in any review of a pupil's individual education plan, which follows an incident of RPI.

However, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in Positive Behaviour, Exclusions & the Use of Part-time Timetables Policy and Practice September 2018

In addition to the general power to use reasonable force, the Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stole items, tobacco and cigarette papers, fireworks, inappropriate images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Procedures for Evaluation and Review
The Head Teacher monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records concerning incidents of misbehavior. Any serious incidents will be reported to a member of the SLT. Parents/Carers will be informed as necessary.

The Head Teacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded.

The Head Teacher reviews this policy annually.

Appendix 1: <u>**First Tower School Behaviour Flow Chart**</u>

<u>Level 1</u>

For fairly mild negative behaviour which is disrupting the flow of teaching learning or being safe.

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1. Check for understanding of task/Instructions

2. Give a reminder of what the adult **does** want to see

3. Give a turnaround time "I am giving you some time to think and make a **good choice**".
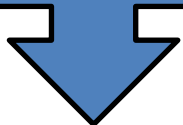

If negative behaviour continues

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4. Some loss of playtime or lunch time

If the child then makes a good choice and their behaviour becomes positive, they have earnt back their break or

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If level 1 consequences fail to impact on the child's behaviour.

Or Behaviour continues to disrupt teaching or learning move to level 2

Level 2

If level 1 consequences fail to impact on the child's behaviour or Behaviour continues to disrupt teaching or learning.

1. Give a reminder of what the adult wants to see

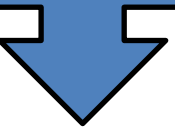2. Give a warning "make a good choice or a time out will be given"

If negative behaviour continues

3. The child is moved to a timeout space within the classroom and works in isolation. A significant time is now deducted from breaktime or lunchtime.

If the child then makes a good choice and their behaviour becomes positive, they have earnt back their break or lunch play

If level 2 consequences fail to impact on the child's behaviour.

Or Behaviour continues to disrupt teaching or learning move to level 3

Level 3

If level 2 consequences fail to impact on the child's behaviour

Higher level inappropriate behaviour (physical violence) automatically move to this stage and the SLT should be informed.

If negative behaviour continues

(Move to storm cloud)

1. The child will be asked to move to parallel class and should take their learning activities with them to complete

    Time away is an opportunity for the child to avoid a continuing negative spiral.

2. Break or lunch time out - must be followed through

    If this is successful, they can negotiate with the adult to earn back some or all of their break time

If negative behaviour continues

The child will be referred to **Phase Leader**

Phase leader to call SLT for higher level of inappropriate behaviour.

Notes:

COVID alternative – L3 instead of moving to parallel class, to complete learning in corridor outside classroom. NB. Staff to ensure pupil is under supervision either through sight or additional support.

SIMS should be completed if pupil reaches L2

Appendix 2: **First Tower School Playground Behaviour Flow Chart**

Level 1

For fairly mild negative behaviour which is resulting in the need for adult intervention

Duty staff member to:

1. Investigate situation and address both sides

2. Check with child for understanding of the negative impact of their behaviour

3. Give a reminder of what the adult **does** want to see **"good choice"**

4. Duty staff to follow **'restorative practice procedure & dialogue'** if needed (dialogue can be found in the behaviour log)

If negative behaviour continues, or for an act of violence or verbal abuse:

move to Level 2

Level 2

5. 5 mins **"reflection time"** on a bench

6. Duty staff to complete behaviour log

7. Duty staff to follow **'restorative practice procedure & dialogue'** if needed (dialogue can be found in the behaviour log)

If level 2 consequences fail to impact on the child's behaviour, or for more serious unsafe behaviour

move to level 3

Level 3

8. Duty Staff to send **red card** for SLT

9. Duty staff to complete behaviour log