

DISLEY PRIMARY SCHOOL

'PROUD TO BELONG'



POSITIVE BEHAVIOUR POLICY

Approved by	Jake Nicklin Headteacher	Date: September 2021
Last review	September 2019	
Next review	September 2022	

Purpose:

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Disley to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally to give them the best possible chance of success.

Disley 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 positive 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. Consistency, and clear, calm adult behaviour underpins this.

Our positive behaviour policy has been developed using research based approaches. The law of effect principle developed by Edward Thorndike suggested that:

"Responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation (Gray, 2011, p. 108–109)."

In addition, Skinner further studied Thorndike's (1898) law of effect and he concluded that according to this principle, behavior that is followed by pleasant consequences is likely to be repeated (McLeod, 2018, <https://www.simplypsychology.org/operant-conditioning.html>).

Aims:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- 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 ensure that excellent behaviour is a minimum expectation for all

Disley Vision:

'PROUD TO BELONG'

At Disley, we have high expectations for all pupils; we expect children to be Disley ready by demonstrating our Disley Values. This is recognised through weekly Values Certificates at assembly, positive reinforcement strategies, recognition boards in classrooms, the 'Over and Above' recognition book in the Head teacher's office and over and above awards in celebration assemblies.

We want all of the Disley family to live out daily our mission statement of **'PROUD TO BELONG'** by following the three of our five core **VALUES:**

Resilient
Respectful
Responsible

In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider Disley community and showing Disley initiative.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

-Paul Dix

Expectations of Adults:

We expect every adult to:

1. Meet and greet every child every morning.
2. Refer to 'Resilient, Respectful, Responsible'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up behaviour every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Phase leaders:

EYFS and KS1 (Year 1 and 2) - Mrs. Grindey (Assistant Headteacher)

LKS2 (Year 3 and 4) – Miss Adamson (Assistant Headteacher)

UKS2 (Year 5 and 6) – Miss Kemp

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

Senior Leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

What does good behaviour look like?

In lessons:

- All children listening, learning and on task
- Silent transitions to maximise learning time
- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal to stop and listen quickly
- Effective, focused partner talk about learning
- Helping tidy and being tidy
- Staying in seats during lessons
- Quiet learning focused whispers while doing independent work

Walking around the school:

- Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Facing the front
- Being respectful to all in the school

At playtime and lunchtime

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive
- Friendly
- Good language
- Good table manners
- Eating quietly

On trips:

- Listening to adults
- Representing Disley Primary School
- Staying in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite
- Quiet voices

In assembly:

- Respectful
- Listening not talking or fidgeting

Positive Strategies:

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

-Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show Disley Values and go over and above. Ways that children will be recognised for doing so:

Hot Chocolate Fridays:

Children consistently going 'Over and Above' will be invited to have hot chocolate with the Head Teacher on some Friday afternoons. There may be some weeks that no child in the class is chosen – it needs to be sincere high-level recognition to ensure it is not devalued.

*An alternative to hot chocolate will be provided for those who do not like hot chocolate

A Positive Note Home from Teachers and the Head Teacher:

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school. There is no set amount each week- again it must be sincere to keep its value. Positive Notes will be shared via the communication platforms used in school (ClassDojo and Tapestry). Positive Notes may also be made from the head teacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

-Paul Dix

Recognition Boards:

A Recognition Board will be used to encourage social or learning behaviours, for example, 'One voice', 'Kind words' or 'Over and Above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. Phases will decide on a shared focus so all classes in that phase will work towards a shared goal.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

-Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song.

Phone calls home:

Staff who recognised the behaviour phones parents to share child's success.

Disley Values certificates:

Awarded at assembly - two children from each class are selected each week by the class teacher. Selected children will be celebrated and they will receive a certificate, which will be given out in a celebration assembly by SLT.

Over and Above Awards:

Children who model 'Over and Above' behaviour will be celebrated and the behaviour will be logged. Records are kept by teachers to track how many times a child has been recognised for 'Over and Above' behaviours. Rewards are given at the end of the Disley Values assemblies for those who have been recognised 10 times or more.

- Recognised 10 times = Bronze certificate
- Recognised 20 times = Silver certificate
- Recognised 30+ times = Gold certificate

Achievement Awards:

Children with an achievement outside of school can share it at the weekly assembly.

Dojo Rewards/Celebration:

Children can always receive Dojo points for showing behaviours linked to the school's values (respect, reciprocity, reflectiveness, responsibility and responsibility) from all staff. Collected Dojo points will be linked to the house the children are in (Elmerhurst, Knightslow, Lantern and Bollinhurst). Points will be reviewed weekly and logged and celebrated in school assemblies at the end of each week. The winning house (house with most points) at the end of each half-term will earn a reward (e.g. an out of uniform day for the winning house, an extra break time etc.). Points will be reset at the start of each half-term.

Policy Blueprint & Classroom Plan:

Behaviour Policy Blueprint (See Appendix 1):

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2):

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 3):

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Relationship Plans:

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach:

'Punishment doesn't teach better behaviour, restorative conversations do.'

- Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff, who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations:

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

-Paul Dix

At Disley, we believe that nurturing restorative practice, as well as high expectations, is imperative to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (See Appendix 4):

These restorative questions will be used to support restorative meetings and/or conversations. For middle and upper school pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences:

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

-Paul Dix

At Disley, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at Disley. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour:

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

However, in some circumstances, some behaviours may warrant skipping a step and go straight to a '**2 minutes owed**' or a '**restorative conversation**'. Any restorative conversation that takes place will be communicated to parents/carers via the means of Tapestry/ClassDojo. In more serious circumstances, a phone call home may be made.

Examples of low-level and more serious misbehaviors:

As referenced above, it is not possible to leap or accelerate steps for repeated low-level disruption and it is the aim that learners should be kept at steps 1 and 2 for as long as possible. However, some behaviours may need escalating to steps 3-5. Please find below a table that outlines some examples of low-level behaviours and behaviours that may warrant an immediate escalation to steps 3-5.

Low-level behaviours can be defined as:	Behaviours that may warrant immediate escalation can be defined as:
<ul style="list-style-type: none"> • Talking in the classroom when the child should be listening to the teacher • Turning around and distracting others • Persistent tapping and banging of pencils to distract others • Wandering around the classroom unnecessarily • Not on task • Talking when lining up • Running not walking around the school building 	<ul style="list-style-type: none"> • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Theft • Fighting • Racist, sexist, homophobic or discriminatory behaviour and/or language • Possession of any prohibited items.



DISLEY PRIMARY SCHOOL
PROUD TO BELONG

At Disley Primary School, our mission statement 'Proud to Belong' underpins everything we do. We strive to create resilient, respectful, responsible, reciprocal and reflective learners who have the confidence to pursue all possibilities and are 'Proud to Belong'.

**Visible Adult
Consistencies....**

1. Meet and Greet
2. First attention to best conduct
3. Model our values
4. Listen
5. Calm and caring
6. PIP and RP (Praise in Public and Reprimand in Private)

Rules....

- Resilient
- Respectful
- Responsible

Over and Above....

Exceeding our School Values
(Respect, resilience, reflectiveness, responsibility, reciprocity)

Effort – always striving for excellence

Initiative

Relentless Routines....

1. Fantastic Walking
2. Legendary Lines
3. Eyes on me
4. All children to be led to and from the playground and around school by the teacher

Stepped Sanctions....

1. **Reminder** (3 rules)
2. **Caution** (outlining behaviour and consequence quietly to the child)
3. **Last Chance** (30 second intervention)
4. **Cool off** (time in thinking spot)
5. **Repair** (Restorative conversation)

**30 Second Scripted
Intervention....**

- I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) **right now.**
- You are **not** showing out... (3 rules)
- You have chosen to...
- **Because of that** you need to... (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- Do you remember when you (refer to previous positive behaviour)?
- That is who I need to see today. Thank you for listening.

Restorative Questions....

1. What happened?
2. What were you feeling/thinking at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

Appendix 2- Classroom Plan

	Steps	Actions
1.	Redirection/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules – Resilient, Respectful, Responsible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	Last chance	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	30-second script	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. These two minutes cannot be removed or reduced.
4.	Time-out/Cool-off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in or outside the classroom.
5.	Restorative conversation	(5 minutes after class for restorative conversation followed by 5 minutes reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Appendix 3- 30-Second Script:

30 Second Scripted Intervention...

- **I have noticed that you are** (having trouble getting started, wandering around, playing with apparatus) **right now.**
- **You are not showing our...**(3 rules)
- **You have chosen to...**
- **Because of that you need to...** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you** (refer to previous positive behaviour)?
- **That is who I need to see today. Thank you for listening.**

Appendix 4- Restorative Questions

'Restorative Questions

1. **What happened?**
2. **What were you feeling/thinking at the time?**
3. **What have you thought since?**
4. **How did this make other people feel?**
5. **Who has been affected and how?**
6. **What should we do to put things right?**
7. **If this happened again, how could you do things differently?**