



# **St Michael's CE Primary School**

## **POSITIVE BEHAVIOUR & ATTITUDES POLICY**

<b>Approved by</b>	<b>Interim Executive Board</b>
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<b>Responsibility</b>	<b>IEB</b>

# St. Michael's CE Primary School

## Golden Behaviour Model

We flood the school with positivity and to this end we have introduced our "Positive Attitudes and Behaviour Policy" with clear steps towards rewards for effort, behaviour and learning.

This is underpinned by our Golden Behaviour Model – Golden Rules in conjunction with Golden Time. Learners are given 30 minutes of Golden Time each week, choosing from a range of special "golden" activities, to which they sign up for on a weekly basis. Learners choose their Golden Time at the start of the week as an incentive for keeping the Golden Rules throughout the week. Golden Time takes place for 30 minutes on a Friday afternoon.

Our Golden Rules clearly focus on encouraging learners to take responsibility for their behaviour and make the right choice.

### Our aims are:

- To provide a safe, welcoming environment where relationships are based on love, forgiveness, honesty and respect;
- To maximise the learner's learning potential;
- To ensure consistency and fairness for all children;
- To provide a broad and balanced range of learning experiences within a rich and exciting learning environment;
- To value individual contributions and celebrate personal success;
- To develop a "moral" framework within which relationships can flourish;
- To enable children to develop a sense of self-worth and to value that of others;
- To produce an inclusive environment in which children feel safe, secure and valued;
- To develop life-long learners.

### **St. Michael's Golden Rules**

**We are gentle**

*We don't hurt others*

**We are kind and helpful**

*We don't hurt anybody's feelings*

**We listen**

*We don't interrupt*

**We are honest**

*We don't cover up the truth*

**We work hard**

*We don't waste our own or others' time*

**We look after property**

*We don't waste or damage things*

### **Our school values:**

**Love, Honesty, Forgiveness & Respect**

These values promote fundamental British values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our school has adopted a positive behaviour management system based on the children making a choice about their behaviour and being ready to learn. We reward and incentivise through:

- Golden time - rewarded for consistently meeting the Golden values – accrued on a daily tally.
- Headteacher Certificates celebrating outstanding work or effort in Celebration Worship.
- Good Citizen Certificates celebrating contributions to the wellbeing of the school.
- Christian Value awards, nominated by their peers, for demonstrating our school values.
- Attendance certificates – good and improved attendance is celebrated and rewarded. Each week the class with the best overall attendance received ‘Attendance Ted’.
- House Points – awarded for good choices and demonstrating the school values. Each week the house with the highest number of weekly house points receives the ‘House point Ted’.
- Verbal and visual praise (stickers).

St. Michael’s CE Primary School recognise that our pupils need a consistent approach to behaviour with clear boundaries, expectations and hierarchy of consequences should a child make poor behaviour choices and break a Golden Rule.

We will always:

- Use positive reinforcement
- Actively seek children making good choices!
- Use the “Language of Choice – 3 Steps to Success”
- Follow and model the Golden Rules and use the Golden Rule language consistently.

## **Staged sanctions and punishments:**

Stage 1: Reminder of the Golden Rules – a look will often suffice!

Stage 2: Continues to break Golden Rules:

Peg is moved from sun to partially cloudy sun:

“Warning” – “Your choice”

with option of:

“Time out” - “Thinking Time” at another table, with sand-timer, i.e. 1, 3 or 5 minutes if necessary

**Or**

“Time out” – “Thinking Time” in another class, same Key Stage, with sand-timer;

Stage 3: Continues to break Golden Rules:

Peg is moved from partially cloudy sun to cloud:

Minutes off “Golden Time”

FS = 1 minute

Y12 = 2 minutes

Y3/4 = 3 minutes

Y5/6 = 5 minutes

*If a child refuses to work during lesson time, this may need to be counted as their break-time and they will be required to finish their work during their break-time (a timer or stopwatch should be used to show the learners how much time they are wasting/going to miss from their break)*

Stage 4: Child sees member of SLT

Stage 5: Child sees Head of School/Executive Headteacher and parents are informed. Report Card as appropriate.

Structured conversations support ways forward.

## **Behaviour Plans/ PSP:**

The school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with SEN and those in the care of the Local Authority. For these children the whole school rewards or sanctions procedures may be insufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion by producing a behaviour Plan or PSP. These will include additional interventions such as:

- Behavioural management support: Tiny, easy targets need to be agreed first by the pupil these need to be made more challenging as each is reached. These form the basis of PSPs and '1,2,3' behaviour sheets The secret of the success lies in the agreed privileges which accompanies reaching the target.
- Risk Assessments – Are put in place for those children whose behaviour is a safety risk both to themselves and others. They are reviewed monthly.
  - Therapeutic help: Children benefit from opportunities to attend small therapeutic circles of support or nurture groups. Some children may need one to one support.
  - Specialist help and advice: From the Educational Psychology Service, Behaviour Support Service or CAMHS may be necessary. Should behaviour become a consistent concern, affecting a child's ability to access learning, a School Based Plan will be initiated.
- SEN and Inclusion Policy will be followed to ensure inclusion for all.

## **Physical restraint**

This should only be used in exceptional circumstances, usually where a pupil is at risk. Physical restraint of any kind should only be used by those staff who have received the relevant handling training, and who are designated to do so. While there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. shouting should also only be used in a situation where a pupil is at risk, not as a management technique.

If a pupil necessitates time out from their class they should not be "sent to" someone as a sanction without an accompanying member of staff, as there is no guarantee that the child will arrive or that person will be available. However, in situations where another staff member is required, they should be called for via the school office, who can determine the most suitable staff member available. The designated staff member should go to the child rather than vice versa in these instances.

(Appendices 1 & 2)

## Appendix 1

### **The Language of Choice – 3 Steps to Success**

#### **Step 1 - Statement of reality (tell them what you see)**

*Ricky, you're climbing over the fence.*

Never ask a child why they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script.

Remember: you need to give them take-up time to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour. Should they not change their behaviour, the next part of your script is:

#### **2 - Describe the behaviour you want to see, ending the statement with a thank you**

*Ricky, you need to collect the ball by using the gate – thank you.*

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

#### **Step 3 - Statement of choice If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you must deliver consequences or the child will learn that you do not follow threats through).**

*Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice*

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. ***Most importantly, if after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice.*** This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

*Well done Ricky, you made the right choice.*

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: you follow through with the consequences you stated. Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined will work.

You could repeatedly say eg '*In our school, we keep hands and feet to ourselves*' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

## What the Law Allows

### **DISCIPLINE IN SCHOOLS: TEACHERS' POWERS**

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

#### Dealing with Poor Behaviour

What the law allows:

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  - a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
  - b. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
  - c. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
3. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

4. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
5. Corporal punishment is illegal in all circumstances.
6. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

## **PUPIL'S CONDUCT OUTSIDE THE SCHOOL GATES: TEACHERS' POWERS**

What the law allows:

7. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
8. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
9. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

*Any misbehaviour when the child is:*

- a. taking part in any school-organised or school-related activity or
- b. travelling to or from school or
- c. wearing school uniform or
- d. in some other way identifiable as a pupil at the school.

*or misbehaviour at any time, whether or not the conditions above apply, that:*

- e. could have repercussions for the orderly running of the school or
- f. poses a threat to another pupil or member of the public or
- g. could adversely affect the reputation of the school.

## **Detention**

What the law allows:

10. Teachers have a legal power to put pupils (**aged under 18**) in detention.
11. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Where detention

is outside school hours they must give parents 24 hours notice, in writing.<sup>1</sup> They do not have to give 24 hours notice for a lunchtime detention.

12. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - a. any school day where the pupil does not have permission to be absent;
  - b. weekends - except the weekend preceding or following the half term break;
  - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
13. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

14. Parental consent is not required for detentions.
15. The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
16. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

### Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

17. The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out
18. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')<sup>2</sup>. The legislation sets out what must be

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<sup>1</sup> A clause in the Education Bill currently before Parliament proposes to remove the requirement in England to give parents 24 hours notice of a detention. If Parliament approves this change we will update this guidance accordingly.

<sup>2</sup> The Government announced their intention to make regulations to add pornography, fireworks, cigarettes and other tobacco products to the list of prohibited items. Subject to Parliamentary approval, we will update this section of the guidance in due course.

done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies' (DfE, Jan 2018).

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

19. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

#### Power to use Reasonable Force

20. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies' (DfE, July 2013). <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>