



**POSITIVE BEHAVIOUR MANAGEMENT
POLICY**

FOR PRIMARY SCHOOLS WITHIN QUEST

**St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram**



Summer 2022

Review date Summer 2024

Positive Behaviour Management Policy

The Positive Behaviour Management Policy of schools within QUEST is reviewed bi-annually.

Introduction

This document embodies our Spirit of Purpose and details our approach to promote Positive Behaviour Management within the schools of QUEST.

We believe that positive behaviour in our schools is dependent on the school, the parents/carers and the child all having an equal responsibility for its success and abiding by these agreed approaches at all times. The policy should be read with reference to QUEST's SEN&D Policy.

This policy has been written in consultation with staff, parents and pupils.

What is positive behaviour management and why do we need it?

Every civilised organisation depends on people behaving in a certain manner. In our Schools, the importance of every individual is equal, and as such we value all members of our school communities. Mutual respect is a vital factor in this approach and the modeling of this with all individuals encountered is the driving force behind the positive behaviour management active within schools, ensuring that effective academic and social learning.

Aims

The aim of the Positive Behaviour Management Policy is:

- To encourage all members of the school community to live by the Christian or Community ethos in our schools, therefore ensure excellent standards of conduct at all times - in school lesson times and playtimes/lunchtimes, on educational visits, when representing our schools and when wearing school uniform.
- To provide a structure to assist in addressing any difficulties children may face in adhering to these standards.
- To enable pupils to understand the actions required from them to achieve positive behaviour when representing our schools.
- To ensure parents support the schools in meeting their child's behavioural needs.

Commitment to Positive Behaviour

Positive behaviour results from a commitment of all parties working together, mainly based on the tripartite approach, but also including peer relationships and interactions with all other adults within the school community. It hinges on a structure that is **clear** to all involved, based on Christian or Community principles and involving actions that are **consistent** from all modeling, and insisting on, the positive behaviour expectations.

The schools will deliver Positive Behaviour Management by:-

- * Insisting on excellent standards of behaviour, work and respect from all – staff, parents/carers and children
- * Encouraging, praise and reinforcing good relationships.
- * Working as a team - supporting and encouraging each other. They will embody the ethos that is agreed in our Spirit of Purpose throughout school.
- * Acting with courtesy and consideration to all individuals.
- * Providing a well-ordered environment with consistent and agreed behavioural expectations.
- * Providing a clear system of rewards and sanctions in a consistent way.

* Providing a range of classroom management techniques to ensure excellent behaviour, for example Class Dojo, which can be shared with parents/carers. Regular communication through Class Dojo, will be both to praise and make parents/carers aware of inappropriate behaviour, such as forgetting homework etc.

In St. Peter's, Hindley, St. John's, Hindley Green and St. John's, Abram, these statements are underpinned by the Christian values and teaching of the Anglican Church.

Pupils will exhibit excellent behaviour by:

- Knowing, accepting and acting according to the school's positive behaviour management systems and expectations at all times.
- Having responsibility and the expectation to manage their own behaviour.
- School and parents/carers will support them if they are unable to do this.
- Understanding and actively managing their own behaviour in line with school expectations.
- Developing their understanding of others and their actions.
- Accepting and reflecting the Christian or Community values evident throughout the schools.

Parents/Carers will support the Positive Behaviour Management Policy by:-

- Accepting and fully supporting the Positive Behaviour Management Policy of the school.
- Praising children for their achievements.
- Supporting staff in developing their child's ability to take responsibility for their actions.
- Supportive parenting and reinforcing school's message on standards and expectations.
- Supporting the school at strategic points for their child's development and engage with professional agencies, when requested.
- Upholding the agreed behaviour management techniques at home to provide consistency for their child.
- By accepting a place at a QUEST school, the parent/carer of each child implicitly agrees to play their vital part in upholding the schools' agreed policy on high standards and behaviour. This will be demonstrated explicitly by signing the Home/School agreement and by upholding the parental behaviour policy.

QUEST has the highest standards of expectations for all children and will deliver this through their schools and pupil outcomes.

Rewards and Sanctions

All staff will use a number of strategies to ensure excellent behaviour in the learning environment. If these do not have the desired effect the following system will be incorporated as detailed in Appendix 1 and the Behaviour & Discipline Policy Flowchart.

Rewards and sanctions will be immediate and tangible. These rewards and sanctions have been agreed in conjunction with the children and shared with the families of each school. At any point during this process, staff can access support from the Inclusion Manager.

Should a lack of positive progress be determined, the Inclusion manager along with the Headteacher will follow our pre-exclusion checklist from the Suspension and Permanent Exclusion Policy to offer appropriate support for the pupil and their parents/carers. Should this remain unsuccessful in resulting in positive behaviour, then Formal Exclusion from School may be activated. At this point the schools will adhere to the statutory guidelines and complete the Local Authority process as detailed in the Suspension and Permanent Exclusion Policy.

In the unlikely event of a child becoming a danger to his/herself, others or property, then restraint is permissible. Restraint will follow Wigan's guidelines and section 550A of the Education Act of 1996.

All employed staff of schools within QUEST are authorised to use reasonable force if the situation is such that all other options have failed or when pupils or staff are at risk. See Restraint Policy. Staff are trained in the Team Teach approach on a rolling programme.

Parents may be invited to sit with their child through lessons to support their child and to see their child's behaviour in school. The advice of the inclusion manager and / or professional agencies will be sought before taking these actions.

If a child leaves school without permission, i.e., "runs off", action will be according to the child's age and understanding and the Missing Child policy will be referred to. A young child will be followed and returned (in KS1 this will not mean a class being left unattended as there are always more staff than class bases, nor will a child be 'chased'). The parent will also be informed immediately.

In the case of an older child, we will:-

Inform parent and with parent's agreement allow 10 minutes to lapse for the child to arrive home. After 10 minutes, if the child is not found then we will:

- Inform police
- If the child is around school premises, we will attempt to persuade a child to return.

The ultimate sanction is suspension or permanent exclusion subject to statutory guidelines.

Searching pupils and their possessions

Authorised School staff (senior leaders and learning mentors) can search pupils with their consent for any item which is deemed to be a danger to themselves or others. The new legal power allows authorised staff to search pupils (including bags and lockers) without consent, not only for knives and weapons but also for alcohol, illegal drugs and stolen property, tobacco and cigarette papers, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. Staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. DfE advice and guidance will be followed at all times – see appendix 5 in particular the section on Searching.

Drug and alcohol abuse

It is the policy of QUEST schools that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any child involved will always be notified.

Any child who deliberately brings substances into school for the purpose of misuse will be punished by a suspension. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring any illegal drugs onto the school premises.

For any child who is found to have brought to school any type of illegal substances the consequence will be a suspension. The child will be re-admitted to the school following the suspension.

A parent/carer of the child must visit the school to discuss the seriousness of the incident with the Headteacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Wigan CYPS, the police and social services will also be informed.

The Headteachers monitor the effectiveness of this policy on a regular basis. They also report to the Board of Trustees on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Board of Trustees reviews this policy every two years. The Trustees may, however, review the policy earlier than this if Government introduces new regulations, or if the Board of Trustees receives recommendations on how the policy might be improved.

This policy has been reviewed with due regard to the Equality Act 2010.

Signed:

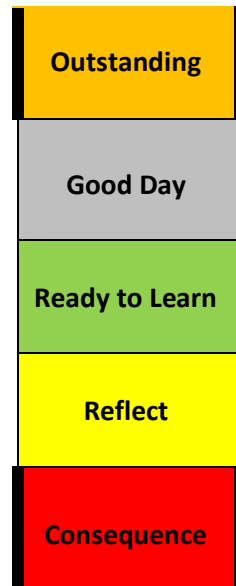
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Chair of Trustees

Rewards and Sanctions

Within each school we operate a system, which encourages children to strive to achieve excellent behaviour within their school. Throughout school, teachers will use numerous strategies to encourage children to make positive choices. If these strategies are unsuccessful, then the sanctions in the positive behaviour system will be used.

It is based on a ladder system.



- 1) All children will start the day on green on-'ready to learn'
- 2) Pupils can move up the ladder and earn dojo points/merits etc... for demonstrating appropriate behaviour.
- 3) Should inappropriate behaviour occur, initially a verbal warning will be issued as a reminder about the high expectations
- 4) If the child continues with non-compliant behaviour, he/she will move to 'reflect'. At this point 5 minutes of playtime will be used to discuss and reflect on their behaviour with the teacher and what needs to be done to return to ready to learn'.
- 5) Continued inappropriate behaviour will result in moving to 'consequence'. Moving down the ladder will not result in previously earned dojo points/merits being removed. At this point the child will miss 10 minutes of playtime/lunchtime to complete a **behaviour reflection form**, focusing on how to improve to get back to the standard expected. Parents/carers will be informed of the inappropriate behaviour at the end of the day by the class teacher and a red sheet will be completed.

Rewards

Rewards for excellent behaviour will be immediate and tangible. Their conduct will be linked to our values, where we expect our children to be model British Citizens showing tolerance, understanding and mutual respect to all at all times. Rewards may take the form of:

- merits
- stickers, or teachers/Principals note home
- Dojo points (These may be collated over a period of time to celebrate success)
- speaking to parents at the end of the day, phone calls/text messages home.
- notably exceptional behaviour will gain special recognition through certificates,

Principals 'Stars' and social media recognition.

Lunchtime Organisers will reward individuals with dojos to encourage positive choices at lunchtime.

Sanctions

The child may also be removed from class to spend time with the learning mentor/pastoral support assistant if their choices are impacting upon the learning and welfare of others.

Non-compliant pupils may be placed in a room or area away from other pupils for a limited period. This will give the pupil time to 'calm down'. An internal exclusion could be used until the child's behaviour improves and any issues are resolved. Time out is only to be used when it is in the best interests of the child and other pupils.

The use of restriction which prevents a child from leaving a room of their own free will, should only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others. The school must ensure the health and safety of pupils and staff and any requirements in relation to safeguarding and pupil/staff welfare.

The Team Teach approach will be used by appropriately trained members of staff. Individual Behaviour Plans will have reward systems which will be structured to modify a child's behaviour and will be activated at the discretion of the class teacher, the inclusion manager and the Leadership Team in accordance with the Trust's SEN&D Policy.

Recording

Class teachers will record incidents when a child has needed to 'reflect' in a class book. Repeated entries will be discussed with parents/carers, Learning mentor and/or SLT.

Red card incidents are logged on to Bromcom to enable monitoring and analysis of behaviour over time and the impact of action taken to prevent reoccurrence, or indeed the engagement of other professional agencies if the inappropriate behaviour continues over time.

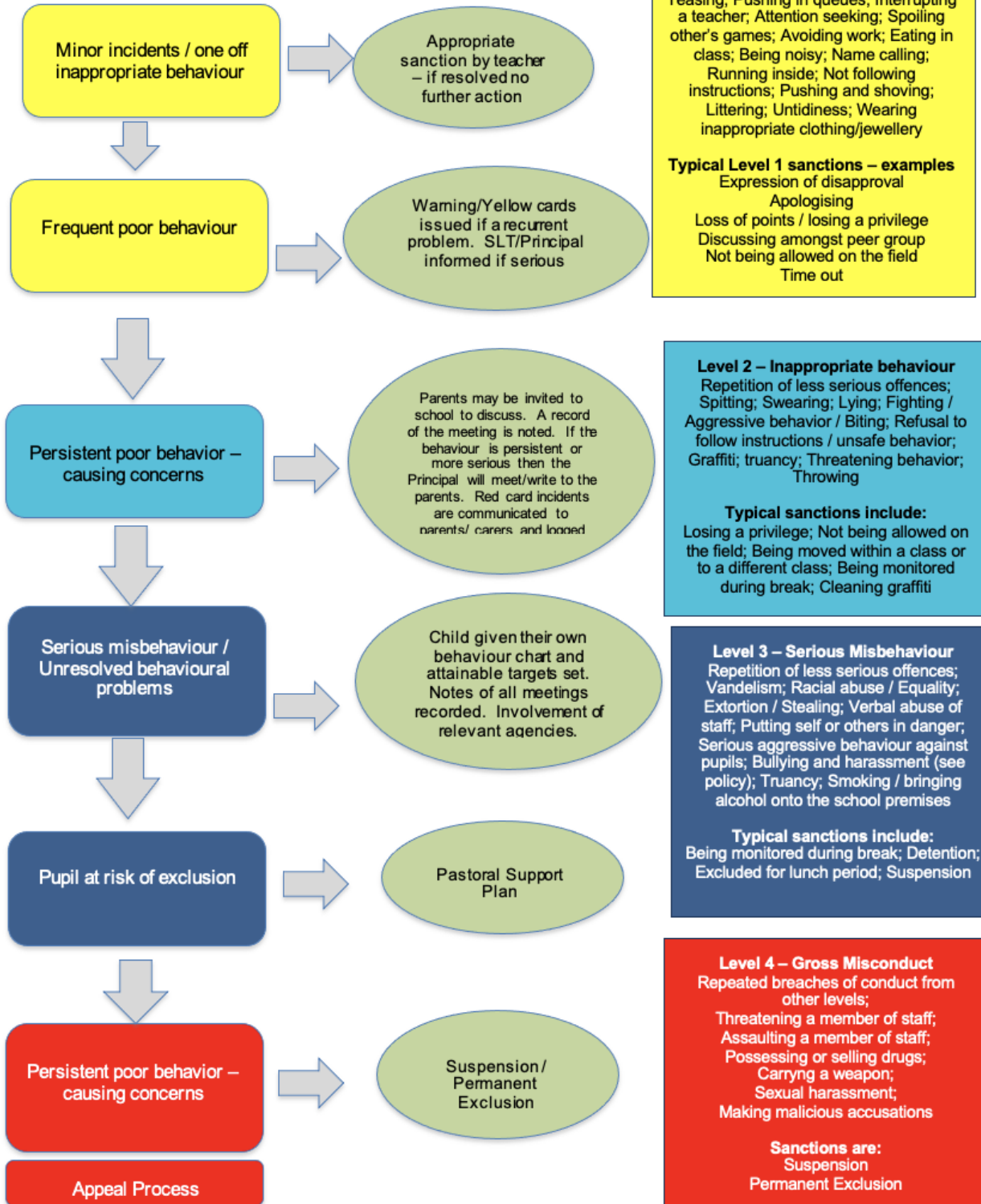
If a child needs more encouragement to make positive choices or to follow the school rules, they will be given an Individual Behaviour Plan. Behaviour modification plans may then be actioned for children requiring further intervention and the child's parents/carers must attend school to support this process. This individual behaviour plan (IBP) will be monitored for an agreed period to determine impact. At any point during this process, staff can access support from the Inclusion Manager and/or any other professional agency as necessary and parents/carers will be actively involved as appropriate.

A record should be kept, monitored and evaluated of the pupils where restraint (Team Teach) is used. This is kept in the 'Bound and Numbered' book.

Should a lack of positive progress be determined, the Inclusion manager will, with agreement from the parents/carers, contact Wigan's Targeted Education Support Team and other relevant agencies. A Pastoral Support Programme (PSP) may then be implemented with their support.

If parents/carers do not agree to support school with referral to help their child's behaviour improve, the serious potential impact of this on their child's future will be discussed and parents/carers reminded of the agreement made by them as part of the Home/School agreement.

Behaviour & Discipline Policy





Behaviour Reflections

Name: _____

Date: _____

Reasons for
my behaviour

Description of my
behaviour

Consequences of
my behaviour

How do I feel?

How has my behaviour
affected others?

Other consequence(s)

Plan for improvement _____

Pupil _____
Parent _____
Teacher _____

