Promoting Positive Behaviour Policy

This policy is intended to clarify the ways in which we promote positive behaviour. We acknowledge that we need to work with integrity with all members of our school community. We need to share together the highest expectations of, and for, our children. Caring, positive relationships, modelled consistently, and the upholding of firm and fair boundaries creates a climate of positivity, high expectation and quality learning. We will accept no less.

Our Vision

Nurturing well-rounded individuals through an ambitious education, inclusive curriculum and purposeful experiences.

To achieve this, we strive to ensure that a well-educated young person at Deeplish is…

Proud
Well-rounded
Caring
Ambitious
Reflective
British Citizen
Critical Thinker
Healthy
Passionate
Articulate
Responsible
Confident
Resilient
Knowledgeable
Independent
Accountable
Honest
Enthusiastic
Inquisitive
Valued
Polite and respectful

At Deeplish Primary Academy we work together as a community to create an exceptional place of learning where children develop lively, enquiring minds. We strive constantly to shape a safe and caring environment which enables our pupils to value themselves and others, and become responsible, successful citizens of the future.

Aims

This policy reflects our commitment to ensuring that every member of our school community:

- values and appreciates one another and the role each plays in our school
- enables our children to develop a sense of self worth
- promotes, at all times, an environment where every child feels safe, secure and respected

- ensure that we are clear about the behaviour that is expected to support learning and the school's vision.

Rights, rules and responsibilities

Central to our Promoting Positive Behaviour policy are clearly identified rights, rules and responsibilities.

Rights

Every child has the following rights:

- To be and feel safe, healthy and happy.
- To be treated with respect, dignity and equality.
- To be taught and to learn.

School Rules - 'RESPECT'

The 'RESPECT' word is there to protect these basic rights. These rules are prominently displayed both in each classroom and all around the school.

Responsible
Engaged
STAR
Proud
Empathetic
Courageous
Tolerant



Responsibilities

Pupils

With rights go responsibilities; good behaviour is expected from every child so that good learning can take place. It is the responsibility of pupils to **make good choices** at all times.

The Principal

It is the responsibility of the Principal to:

- Support all staff in implementing this policy and to set the standards of behaviour.
- Maintain accurate and clear records.
- Ensure this policy is implemented consistently and report on its effectiveness to the Governing Body.
- Issue 'fixed' term exclusions (Notify governors)
- Permanently exclude a child (Notify governors)

Teachers

It is the responsibility of the teacher, within their own class and around school, to:

- Establish clear expectations following agreed expectations / systems for each key stage and work within these to ensure consistency of expectations across the Academy (Appendix 1).
- Will take a shared responsibility for promoting a culture of high expectations, for example ensuring children meet the academy expectations on appearance and highlighting children that go 'over and above'.
- Will promote the language of My Personal Best following the long term plan.
- Establish organised and accessible learning spaces.
- Celebrate the uniqueness of every child and value their individuality using techniques such as greeting every child on the way into class.
- Plan engaging, challenging learning opportunities for all.
- Praise children; making explicit why.
- Follow the system of sanctions; making explicit why.
- Promote the consequences of choices.
- Keep an accurate record of sanctions using CPOMS.
- Be consistent in approach with all pupils.
- Treat each child fairly and with respect and understanding.
- Be a positive role model by demonstrating positive relationships with everyone in school.
- Liaise with external agencies as necessary.
- Communicate with parents.

Support Staff

It is the responsibility of learning support staff, lunchtime supervisors and the administration and premises teams to support the Principal and teachers in meeting the responsibilities above. In particular, the following:

- Praise children, making explicit why
- Follow the system of sanctions, making explicit why
- Treat each child fairly and with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school

Parents/Carers

A strong partnership between school and parents is fundamental to a successful behaviour policy. It is vital that parents/carers receive consistent messages about the school's approach to promoting positive behaviour. We will speak with parents immediately if we have concerns about their child's welfare or behaviour. We expect each parent/carer to:

- Know the academy's rules and support them
- Support the school with decisions made when applying consequences for unacceptable behaviour.
- Contact the class teacher, in the first instance, if they have a concern about the implementation of the policy.

Governors

- To agree the school's policy for supporting positive behaviour.
- To monitor the effectiveness of the policy.

Promoting Positive Behaviour

We recognise that praise and rewards are more effective than sanctions and that negative behaviour is a form of communication. We will not, however, condone behaviour that affects the rights of others. The vast majority of children choose to make the right decisions and are rewarded for this.

In conjunction with Staff and Pupils we have implemented Deeplish RESPECT reward system. Whereby children can earn certificates for each letter of the acronym. Every certificate results in a stamp on their individual bookmark. Once children have collected all 7 stamps, they earn a RESPECT gold badge.



For those children who choose to make poor choices we have a 'stepped' approach to responding to their behaviour.

Lunchtimes/Playtimes

We hold the same expectations with regard to behaviour across the 'entire' school day. The same rules, rewards and sanctions apply. The Vice Principal is responsible for ensuring that Lunchtimes are fun and engaging and that any incidents do not impact on learning time.

Positive Behaviour Strategies

- Regularly remind children of the academy's rules 'RESPECT'.
- 'Catch' the children doing the right thing.
- Consider ignoring inappropriate behaviour if it would cause more disruption but always follow up.
- Use eye contact to express disapproval.
- Have a quiet word and tell them their behaviour is unacceptable and should stop (as publicly tackling behaviour may escalate it).
- Model strategies that illustrate how to deal thoughtfully with difficulties. 'I'll have to think about your behaviour…'
- Explain clearly to the child how his/her behaviour has an effect on others.
- Refocus on learning activity
- Try to remember to concentrate on the primary issue and avoid arguments.
- Pre-empt a possible negative attitude.
- Give a diversionary task such as being asked to take a message to another member of staff.
- Allow pupils time to make amends/follow up an instruction.
- Follow up inappropriate behaviour with pupils on their own, wherever possible.

- Understand that sometimes children show anger. We can demonstrate to children that anger can be expressed in a controlled way. 'I feel very angry that you have shown such little respect for the work I have put into organising the resources to help you.'
- Give opportunities for reparation/restitution.
- Model reconciliation and support these processes as appropriate.

My Personal Best

At Deeplish, we recognise that behaviour has a direct impact on learning and strive to give pupils the opportunity to be successful both in school and the wider world. Through the teaching of the 'My Personal Best' curriculum, pupils develop life, leadership and employability skills, such as empathy, teamwork and resilience and this forms an integral part of our behaviour policy.

- Verbal feedback (both for learning and behaviour) will be linked to termly themes.
- Displays in classrooms can be used to support conversations and offer reminders.
- Whole class reminders/ conversations around behaviour should link to termly theme.
- Growing Great Learner certificates are used to reward those pupils modelling these skills.

Rewards

- Class Dojos are used to reward good behaviour, these will be adapted with the learning behaviour language
- Approving looks and gestures (nod, thumbs up, smile)
- Verbal praise: particularly powerful when it is specific and directly aimed at a child through the use of his/her name (in private or public) – name + praise
- Teams announcement / sharing work from the week that has impressed or positive behaviours we have witnessed
- Friday Assembly award link to My Personal Best
- Governors award / sticker
- VP postcard / Principal's postcard
- Wow wall for outstanding work in class / home
- PE dreamer of the week / class of the week
- Deeplish Dollar = attendance and punctuality

Class Specific Rewards

At the beginning of the year teachers should discuss and negotiate a class rewards system with their class, these offer instant or short-term incentives and rewards as opposed to the longer term rewards.

Examples of these include:

- Stickers
- Stamps

Sanctions: Stepped Approach

At Deeplish our 'stepped' approach for managing 'low level' behaviours is displayed in each classroom. We have some agreed principals that underpin our sanction system, these are as follows:

- Everyday is a clean slate
- Sanctions will be based on mutual respect as opposed to humiliation therefore we will not use systems such as names on the board.

- Teachers will focus on building emotional currency with their classes.
- We recognise that behaviour can be a physical manifestation of some other underlying need, therefore the SLT and pastoral team and if appropriate SENDCo will meet to triage individual cases under the Deeplish Approach to Wellbeing and Intervention Menu to decide on the support that needs putting into place.

Step	Principles	Strategies
Step 1: Reminder	Agreed rewards are used to acknowledge the children that are modelling good behaviour. Where this is not happening, we use a reminder, which will be delivered privately where possible. We remain calm, we don't raise our voices, and we make eye contact with the child using facial expressions and redirection where possible.	Reminder of high expectations linked to RESPECT The use of the seven assertive scripts can help phrase: You need to …. I need to see you…. I expect…. I know you will…. Thank you for…. I have heard what you said, now you must…. We will…. Our theme this half term is… (My Personal Best) Example: I have heard what you said, now you must pick up a pencil and complete your work.
Step 2: Caution	In cases where a reminder is not enough, a child will be given a clear verbal caution, privately where possible, making the student aware of their behaviour and clearly outline the consequences.	Assertive language scripts and language of de-escalation 'Think carefully about your next step' 'This is your warning now… You have this choice or this will be the consequence ie: missed playtime to make up lost learning time' Instruction + thank you Distraction – Making explicit the expectations when I come back you will have done 3 questions… If you are following our theme of… I will see… (My Personal Best) Example: You have the choice to use your kind hands or you will be taken off this activity.

Step 3: Last Chance	This will be a private conversation between you and the child and will be a final opportunity to engage. At this step, for behaviour that impacts on learning outcomes, the child will be invited to make up Lost Learning Time to catch up on expected work. Lost learning time will be for the length of time that the child refused to work i.e.: 5 minutes of distraction in lesson equates to 5 minutes lost learning time. Once this time is made up the child starts with a fresh slate. The point of this is that the child learns distraction techniques can not be used to get out of completing expected work.	Offer a positive choice and refer to previous examples of good behaviour 30 second script: 'I notice you are struggle to…' 'It was the rule about….you broke' 'You have chosen to….' 'Do you remember last week when…' 'This is who I need to see today' 'Thank you' Example: I notice you are struggling to meet our class expectations; this is your last chance before consequence.
Step 4: Consequence	We will use consequences only when other strategies have been unsuccessful and give the child adequate notice that his/her continued behaviour will lead to a consequence. Thinking Time will be used for behaviour that has an effect on others either physical or emotional as an opportunity for the children to make reparation and reflect on how better choices could have been made. It could take place at break or lunch but is most effective if it is instant. During this time the child will be supported in thinking about his/her behaviour and be required to complete a reflection sheet. If necessary he/she may be supported in doing so by a Learning Support Assistant/Class teacher/Pastoral Lead/Senior Leader. It must be noted that children must not be left unaccompanied at play times or dinner times if they are to stay in for Thinking Time. This is important for the child to calm down, breathe and look at the situation from a different perspective and compose themselves.	Effort will always be made to ensure that children remain in their own classes. Should the situation be necessary, a child will be given Thinking Time in another class for an age appropriate time e.g. 10 minutes for 10 year olds (a minute for a child's age) to reflect on his/her behaviour and to complete work. The child will return to his/her class when calm and in control after the agreed time.
Step 5: Repair	This might be a quick chat at breaktime in the yard or a more formal meeting.	Follow the restorative five: • What happened? • What were you thinking at the time? • What have you thought since? • How did it make people feel? • Who has been affected?

		If a child has reached a repair stage. Parents needs to be notified at the end of day. If this happens more than twice in a week, it should be escalated to YGLs and potentially a behaviour plan to be used.

Safe Touch

Before safe touch is used there are other ways, we can regulate a child's behaviour:

- Slowing one's verbal and physical pace
- Lowering the voice
- Breathing more deeply
- Talking slowly, firmly and quietly in an unhurried, unflustered way
- Providing clear predictable consistently held boundaries
- Providing the child with space and withdrawing eye contact
- Taking the child outside

There are occasions when physical contact with a pupil is proper and necessary. Where touch is used, contact should be brief and gentle, on clothed or publicly visible parts of the body: hands, arms, shoulders, head, hair, shoes. Examples of where touching a pupil might be proper or necessary are:-

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and
- To give first aid
- Helping a child to get dressed, especially in Early Years

We do not:

- Sit children on our laps unless this is specified in an EHC or intimate care plan
- Kiss children
- Instigate a hug
- Use touch as a punishment i.e.: if you do not behave you can hold my hand

Examples of safe touch include:

- A high five
- A handshake
- A pat / rub on the back or arm of a distressed child

In line with the Focus Trust intimate care policy, we also abide by the following principles:

Any physical contact should always be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It should never be secretive, or for the gratification of the adult, or represent a

misuse of authority. Be aware of and sensitive to gender, cultural or religious views about touching and intimate care.

Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. Not all children feel comfortable about certain types of physical contact. This should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive and respond to any signs that they may be uncomfortable or embarrassed.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. We recognised that pupils with disabilities may require more physical contact to assist their everyday learning and this will be reflected in their care plans or individual learning plans.

Positive Handling

It is recognised that, on rare occasions, where a child's behaviour has escalated, and his/her actions prevent other children's learning or present a safety risk immediate action may need to be taken to ensure that the health and safety of every child is protected. Staff will firstly ensure they and the rest of the children are safe and will then use the telephone system to contact a member of SLT. For children that need this intervention a behaviour plan will be in place and shared with all relevant members of staff who work with the child.

There are several members of staff who are Team Teach trained and where appropriate use the strategies which they have been taught. When this happens, the incidents will be recorded in CPOMs and reported to Parents.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving – this will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

Any use of seclusion will be recorded as such in CPOMS and parents notified.

Serious Incidents

In single incidents of serious behaviour, such as physical, verbal aggression and racial incidents, a child will also be escorted to a member of SLT on call. Incidents will be fully investigated to ensure details reported are accurate. Incidents will be logged appropriately using CPOMs and parents will be informed.

Any child that is repeatedly engaging in serious behaviour incidents will be triaged by the pastoral and Leadership team alongside the Deeplish approach to Wellbeing and Intervention Menu to put in layers of support. Where necessary an individual behaviour plan will be put into place with the Vice Principal.

Inclusion Team Support

Our Pastoral Lead, will support the minority of children who do not always elect to make good choices using recognised strategies/programmes. Some children may require individual Inclusion Plans that are developed in collaboration between the class teacher, Pastoral Lead, the Inclusion Manager, parents/carers and themselves. Outcomes will always be communicated with relevant members of staff. These have clear actions, timescales and review periods. They are designed to offer the best possible chance of developing good behaviour and effective learning.

Guidance will be sought from the appropriate outside agency, with the necessary parental consent, for any child whose persistent extreme behaviour is causing concern.

Exclusions

Refer to Focus Academy Trust Exclusion Policy

The Principal may apply a fixed term or permanent exclusion. Exclusion will be used:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a pupil to remain in school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff or of the pupil him/herself.
- More usually it follows a series of breaches of the academy's disciplinary code and after an exhaustive range of strategies to resolve the pupil's disciplinary problems have been tried and have failed.
- When the behaviour of pupils outside the Academy is such that it can be considered as grounds for exclusion.

Bringing Phones to School

Deeplish Primary Academy is a **mobile-phone-free environment by default**, in line with Department for Education (DfE) guidance.

Devices Covered

This policy applies to mobile phones, smartphones, smartwatches and any other device that has the ability to independently communicate (e.g. through voice or message), record (audio or visual) or take photos.

Sanctions

If a mobile phone is seen, heard or used during the school day, it will be confiscated immediately and kept until a parent collects it.

Exceptions

Exceptions may be made only where there is a clear safeguarding need. Where a child in [specify year groups] walks to and from school unaccompanied, parents may request permission for their child to bring a mobile phone for safety purposes. If approved, the phone must be switched off before entering the school premises and handed to the class teacher/office on arrival. It will be stored securely and returned at the end of the school day. Mobile phones must never be seen, heard or used on school premises.
Exceptions to this policy may also be made for pupils with disabilities or medical conditions where a mobile phone is necessary (e.g., to monitor blood sugar levels), or for pupils with specific individual circumstances (e.g., young carers). Parents/carers should contact members of the Pastoral team to discuss individual needs.

Staff and Visitors
Staff should model good mobile phone behaviour and follow the expectations set out in the Focus-Trust Code of Conduct. Visitors should keep mobile phones on silent and only ever use them discreetly, away from pupils.

Monitoring
We have a series of categories that are monitored regularly and are shared with Year Group Leaders to inform practice and curriculum design.

Behaviour is reported to Governors via the Principals report on a half termly basis.

Primary School Transfer to Secondary School
For pupils leaving the Academy up to date records are forwarded to the new school.

Compiled by: Ewan McPherson (Principal) 4th September 2024

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