



## PINNACLE SCHOOLS FEDERATION POSITIVE BEHAVIOUR POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
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### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies or Procedure</b>	Positive Behaviour Policy	<b>DATE:</b>	22.02.24
<b>CARRIED OUT BY:</b>	Kate Bashford	<b>APPROVED BY:</b>	Mike Riches

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	<i>No impact</i>	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

## **Rationale**

Children need to be given the opportunity to develop the skills of being ready, respectful and safe. This should be the case not only in school, but also on the way to and from school as well as at home and within the wider community. Children need to be given the opportunity to take responsibility for their own behaviour and to develop an awareness of how it impacts upon themselves and those around them.

This policy addresses regulations set out in Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools.

## **Aims**

- To ensure the Christian vision and values as well as the British Values are reflected in the way behaviour is managed
- To build a positive, purposeful and productive school environment
- To make clear the boundaries of acceptable behaviour, ensuring the safety of the school community
- To foster mutually caring and respectful attitudes where the focus is on achievement for all
- To encourage and develop increasing independence and self-regulation where each child willingly takes responsibility for their own behaviour
- To provide a consistent language for promoting positive behaviour and reducing unwanted behaviour
- To ensure that parents and carers are fully informed about the high expectations for behaviour
- To encourage parents and carers to support the school in meeting expectations through building positive partnerships

## **Vision and values**

The vision and values at both schools within the federation are rooted in Christian teaching which underpins the approaches we use to manage behaviour effectively.

At Iron Acton, our vision is that 'Every member of the school community takes active care of themselves, each other, their learning, their community and the environment, even when this is hard.'

Our values are: Welcoming, *Listening*, *Nurturing*, *Celebrating*

At Hawkesbury, our vision is that 'Every member of the school community flourishes in their learning and living, enabling others to do the same so that they are prepared for life both now and in the future.'

Our values are: *Respect*, *Perseverance*, *Creativity*

## **Principles**

1. Adults always model calm, controlled and caring behaviour.
2. The attention of the adults is focused first on those children who are behaving well.
3. Minimum standards are recognised through verbal praise. Behaviour that goes 'over and above' is highlighted and given formal recognition.
4. The school community works together to define what takes place consistently: recognition, expectations, and routines.
5. Expectations are made explicit through clear routines.
6. Three simple rules are referred to in every discussion about conduct: ready, respectful, safe.

## **Behaviour Blueprint**

Our Pinnacle Schools Behaviour Blueprint sets out clear and consistent approaches which are used across our schools. The blueprint can be found at the end of this policy and each section is explained in further detail through the policy.

## **Roles and responsibilities**

### **Children**

Children are expected to:

- Be ready, respectful and safe in the classroom and beyond
- Make positive behaviour choices
- Strive to demonstrate the vision and values at their school
- Look after themselves, each other, the school and the environment

### **Parents/carers**

Parents/carers are expected to:

- Build a positive partnership with the school
- Support the school in implementing this policy, including any decision to apply a consequence when dealing with unacceptable behaviour where it is necessary to do so
- Be aware of school systems for promoting positive behaviour
- Encourage independence and self-regulation outside of school
- Contact the class teacher should they have any concerns about their child's behaviour or the way they have been treated

### **Staff**

Staff are expected to:

- Be involved in the development and implementation of this behaviour policy and blueprint, ensuring it is applied consistently and fairly, taking into account the individual needs of the children

- Provide a safe, inclusive and positive learning environment in which all children are enabled to flourish / have the courage to care
- Act as a positive role model to children and colleagues
- Communicate effectively any behaviour concerns with parents/carers in a timely manner
- Take responsibility for dealing with the behaviour of children in their care, 'picking up their own tab'

## **Strategies**

The Behaviour Blueprint has been developed collaboratively and is split into sections which are explained further below.

### Positive approach

The blueprint is dependent upon praise and encouragement being used as key elements to ensure positive behaviour throughout the school. All staff are expected to use positive language with children and about children; they are encouraged to notice when children make positive behaviour choices at all times during the day, particularly those that go above and beyond that which is expected. Positive notes are sent home to families when this occurs several times.

### Three rules

Children are reminded to Be Ready, Be Respectful and Be Safe throughout the school day. This is terminology that all members of staff use.

### Expected behaviour & over and above

All classes have a recognition board in place which changes frequently depending on the needs of the class at the time. It is a tool to promote expected behaviours which all children should be displaying. The class is encouraged to work together to ensure all names are recognised within a given time frame.

For behaviours that are consistently over and above that which is expected, children's efforts are recognised. We avoid rewarding children for achieving the minimum standards – those which are expected. This might be through a mechanism of positive praise, including the sending home of positive notes.

### Visible consistencies

It is important for children to see and hear the same messages day after day. This includes staff taking a deliberately calm approach to managing behaviour. Staff will engage in a 'meet and greet' at their classroom door each morning to set the tone for the day ahead. All staff will encourage and praise fantastic walking. Children will be praised in public for going over and above expectations. They will be spoken to with a deliberate calm separately from the rest of the class if their behaviour falls short of expectations; the terminology of the 3 rules will be used.

### Relentless routines

So that every child knows exactly the expectation for common activities, staff will:

1. Teach the children a routine for all common activities e.g. lining up, getting ready to learn, walking to the hall etc.
2. Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.

Three areas of focus are highlighting on the behaviour blueprint.

### Restorative conversations

Conversations about conduct should happen as privately as possible and only once a child is calm enough to engage. Conversations focus on reflection and restoring relationships and avoid blame or further punishment. They should follow a consistent pattern outlined on the behaviour blueprint.

### Scripted interventions

The behaviour blueprint includes a micro-script which should be used when managing a child's behaviour. This is a set of carefully thought through words or questions which will help the member of staff know what to say when needed. Using scripted interventions should be predictable and enable a situation to be diffused quickly and effectively.

### Stepped sanctions

These should always be used with a deliberate calm and the emphasis should be on diffusing a situation and teaching a child how to improve their behaviour.

### Zones of Regulation

The Zones of Regulation is the original framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides children with an easy way to think and talk about how they feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once children understand their feelings and zones, they can learn to use tools and strategies to manage those different zones in order to meet goals like completing tasks, managing big feelings, and developing healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

This approach and associated skills are taught on a regular basis and reinforced by all staff who have been trained in its use.

### Reasonable force

Very occasionally it may be necessary to use force either to control or restrain.

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Executive Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Suspensions and exclusions**

In exceptional circumstances, the Executive Headteacher may make the decision to suspend or exclude a pupil from the school. Suspensions and exclusions are only ever used as a last resort. There is a separate policy for suspensions and exclusions which will be used in this instance.

### **Recording and monitoring**

Serious incidents are recorded on the school's monitoring system SIMS (at Hawkesbury) and CPOMS (at Iron Acton). The Executive Headteacher regularly monitors the frequency of serious incidents and reports these to governors where necessary, e.g. if bullying is involved.

In some cases where behaviour is being monitored closely, children have an individual behaviour book to enable the class teacher to quickly record unacceptable behaviour and the response to it.

## Behaviour Blueprint

Promoting, teaching and sustaining positive behaviour in school and beyond

### The 3 golden rules

1. Be ready
2. Be respectful
3. Be safe

### Expected & Over and Above

1. Recognition board to teach and recognise expected behaviours
2. Positive note to praise over & above behaviours

### Visual Consistencies

1. Meet & greet
2. Model our values
3. Fantastic walking
4. PIP (praise in public)
5. RIP (reprimand in private)

### Relentless Routines

Fantastic walking

Fantastic audience

Fantastic discussions

### Restorative Questions

1. What happened?
2. What were you thinking/feeling 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 make things right?
7. If this happened again what would you do differently?

Use five questions to address, repair and teach expected behaviours.

### Scripted Intervention

**You are not showing...**  
(our three rules)

**I have noticed you are...**

**You have chosen to...**

**Because of that you need to...** (follow stepped sanctions)

**Can I speak to you please? Thank you for listening** (at end of session)

### Stepped Sanctions

1. **Remind** (3 Rules)
2. **Caution** (Outline behaviour and consequence to the child quietly – RIP)
3. **Last chance** (Scripted intervention)
4. **Consequence** (Restorative conversation + repair task)
5. **Phone call home**
6. **Head teacher intervention**