



POSITIVE BEHAVIOUR POLICY

Date	Review Date	Head Teacher	Chair of Governors
September 2024	September 2025		

Vision Statement:

At The Churchill School we are committed to delivering a quality education for all children. Our pupils are at the very heart of what we do and we strive to develop every single child into a resilient, independent and passionate learner who is ready for the next stage in their learning journey. All children are growing up in a world with endless options, we must equip them so that they can turn options into opportunities.

Our school motto is '**Champions in play, Leaders in life**'. This phrase encapsulates who we are and what we do. We believe that learning through play and working together enables us to reach our aspirations.
#teamchurchill

Staff and Governors of The Churchill School believe that...

At The Churchill School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate **consequences** which are seen by all to be fair and just and applied consistently when standards are not maintained.

Some children may require more support to reach the high expectations we set and may need additional behaviour support plan, specific reward charts or targeted strategies to support them. The focus for all children and staff will be on positive recognition and rewarded for making positive choices.

For our Behaviour policy to be successful it requires all adults to set high expectations at all times and be consistent with applying the rewards and sanctions. Every child at our school has the right to learn but no child has the right to disrupt the learning of others. The establishment of an inclusive, positive and caring ethos is essential for learning. It depends upon trusting relationships and teamwork with the involvement of the children, governors, parents and carers and others in the community.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of The Churchill School and ensuring the happiness and clearly outlines the expectations and consequences of behaviour for everyone. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Providing clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- Ensure high 'Behaviour for Learning' expectations are set and adhered to by staff and pupils.

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To welcome every child individually in the morning
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To display class rules/code of conduct and positive and negative consequences
- To be a good role-model
- To recognise and value the strengths of all children

- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy. Teacher will be reactive to their classes' behaviours and ensure these lessons are tailored to meet the needs to their class.
- To foster and promote good relationships with children and parents, encouraging a sense of belonging within the school and wider community
- To display routines clearly and refer to them regularly
- To offer equal opportunities in all aspects of school life and recognise the importance of different cultures
- To reject all bullying or harassment in any form
- To care for, and take pride in, the physical environment of the school
- To work as a team, supporting and encouraging each other
- To set high expectations for 'Behaviour for Learning', explicitly teaching skills (linked to staff CPD programme)

Parents' Responsibilities

- To make children aware of appropriate behaviour, including 'Behaviour for Learning'
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules
- To care for, and take pride in, the physical environment of the school

At The Churchill School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

School Rules (Home School Agreement)

For a safe and happy school we are expected to...

- Arrive at school on time;
- Wear our school uniform;
- Show respect to everyone in school;
- Be truthful, well-mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly around the school;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control;

These will be displayed prominently around the school. In the Foundation Stage these are articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up these rules.

Rewards

We at The Churchill School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all

times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Each teacher will have their own system of class rewards. Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher or Senior Leadership Team for praise.
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councillors etc.
- Star Charts
- Individual or Group Prizes

Star of the Week

Every week each teacher will choose a pupil to be the class's Star of the Week. The weekly areas of reward are as follows:

- English
- Maths
- Topic Work
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in one of the areas. The awardees will be presented with a certificate in our Celebration Assembly.

House Captains

The Churchill School has adopted a house captain system which fosters a sense of belonging and identity on our school. Children are divided into one of four Houses:

- Holmes (blue)
- Lumley (green)
- Tull (yellow)
- Tredwell (red)

The house Captains will be called upon to perform small admin tasks and ceremonial duties.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at The Churchill School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Class Plan for Learning

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a Classroom Management Plan. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour.

Class Plan for Learning...Key Stage 1



We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We follow instructions carefully
2. We keep our hands and feet to ourselves
3. We only use kind words
4. We follow the signal for attention
5. We listen to the person who is talking

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

- | | |
|-------------------|-------------------------|
| 1. Praise | 4. Certificates |
| 2. Stickers | 5. Special Activity |
| 3. Stamps/ points | 6. Special Class Reward |

Consequences

If I choose to break a rule the following steps will be taken;

- First time a pupil breaks a rule... Reminder (attention drawn to rule)
- Second time a pupil breaks a rule... Verbal Warning
- Third time a pupil breaks a rule... Two minutes away from the group or task
- Fourth time a pupil breaks a rule... Five minutes away from the group or playtime
- Fifth time a pupil breaks a rule... Time out in another class and contact with parents/ carer
- Severe Clause: Remove from class and send to Senior Leadership Team.

Class Plan for Learning...Key Stage 2



We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We will keep hands, feet and impolite words to ourselves
2. We will observe the signal for attention
3. We will listen carefully to the person who is meant to be speaking
4. We will respect all adults and pupils in school
5. We will be positive and concentrate on our work

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

- | | |
|-------------------|-----------------------------|
| 1. Praise | 5. Certificates |
| 2. Stickers | 6. Positive Note/ call home |
| 3. Stamps/ points | 7. Special Class Rewards |
| 4. Golden Time | |

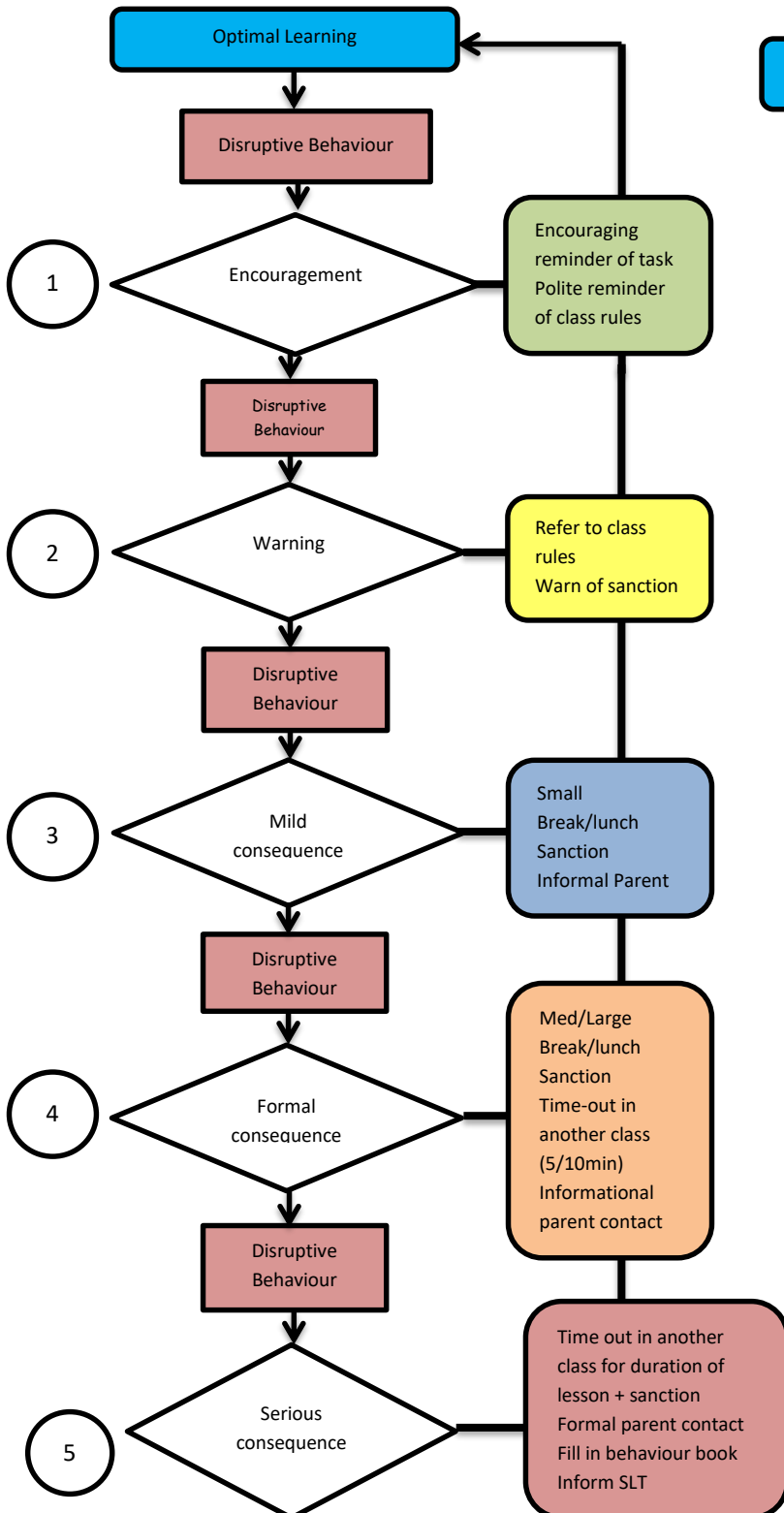
Consequences

If I choose to break a rule the following steps will be taken;

- First time a pupil breaks a rule... Reminder (attention drawn to rule)
- Second time a pupil breaks a rule... Verbal Warning
- Third time a pupil breaks a rule... Work away from the group or task
- Fourth time a pupil breaks a rule... Minutes off break or lunchtime
- Fifth time a pupil breaks a rule... Time out in another class and contact with parents/ carer
- Severe Clause: Remove from class and send to Senior Leadership Team

Preventative measures to deal with disruptive behaviour.		
Engaging lessons with challenge, interest and no shortage of content.	Fair and consistent classroom management.	Positive environment where good behaviour is rewarded.
Clear and consistent routines.	High expectations which are reinforced regularly.	Clear class rules which are referred to daily.
Proportionate and fair rewards and sanctions.	Well thought out classroom logistics (table plan, carpet plan, visual timetable, pictures of children who have roles).	Support others by respecting their roles. Example- don't undermine each other.

Flow Chart for In-Class Disruption



Further Actions

Contacting SLT		
What has happened?	What will the action be?	What next?
Stage 5 has been reached and all staff involved believes that this is the most appropriate action.	Child will be spoken to by SLT and Class Teacher together, reminded of the school rules and if necessary asked to leave the classroom.	If the child returns to a fit state they will be taken back to class and will need to see out any uncompleted or new sanctions i.e. missing break. Class teacher to ring parents at earliest convenience (before 3:10).
Someone is in danger.	SLT and class teacher will work together to reduce any risk to children.	A proportionate response will be taken.
A serious offence has occurred. (Serious assault, use of weapon, inappropriate behaviour)	SLT will be consulted and potentially remove the child to a safe area.	Proportionate response – Fixed term or internal exclusion. SLT to ring parents immediately.
CP issue.	Consult DSL. Follow safeguarding policy.	Response would be decided by the DSL and logged on 'CPOMs'.

Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1, In School Factors which influence pupil behaviour

In school factors
<u>The Environment</u> <ul style="list-style-type: none">• Lack of proper ventilation• Physical problems of limited space• Special occasions which cause excitement, e.g. Christmas, Fire Drills etc
<u>The Child</u> <ul style="list-style-type: none">• Tired due to lack of proper rest• Hungry due to insufficient or inappropriate food• Poor or inappropriate social skills• Need for attention from teacher or parent
<u>The Teacher</u> <ul style="list-style-type: none">• Offering poorly differentiated curriculum leading to either frustration or boredom• Lack of knowledge of pupils• Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour• Poor dictation• Lack of clarity in explaining expectations for behaviour or subject• Lack of or confusing instruction on subject matter• Lack of professional development• Teacher stress

Table 2, Out of school factors which influence pupil behaviour

Out of school factors
<u>Family Circumstances</u> <ul style="list-style-type: none">• Child’s position in the family• Child’s relationship with parent/siblings/grandparents etc• Divorce/ bereavement• Mental health problems• Family trauma• Alcohol or drug addiction
<u>The Neighbourhood</u> <ul style="list-style-type: none">• Child’s popularity• Peer relationships• Bullying• Social Problems• Civic disturbance

Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Fidgeting/ Fighting	Constantly shouting out	Serious assault
Telling tales	Poor effort	Vandalism e.g. damage to school property/ graffiti
Late for school	Distracting others	Physical / verbal threats made to staff
Dropping Litter Noisy e.g. talking/ shouting	Poor attendance	Use of or in possession of drugs/ solvents
Failing to keep on task	Continuously unprepared for work	Violent outbursts verbal or physical
Leaving seats without permission	Non uniform/ jewellery	Leaving school without permission
Unkind remarks	Stealing	
Bad language (one off)	Disregarding Supervisors	
Time wasting	Threatening/ aggressive behaviour	
Telling lies (one off)	Refusal to cooperate	
Running in corridors	Telling lies (persistent)	
Pushing in line		
Borrowing without permission		
Leaving work area untidy		

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Management Plan. The Classroom Management Plan is clearly displayed in all classrooms.

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction-** repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive pupil
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).

- **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Detention outside school hours

- Detentions outside of school hours are not used at this school.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

Behaviour outside school

Poor behaviour outside school that could have repercussions for the orderly running of the school **or** poses a threat to another pupil **or** could adversely affect the reputation of the school will be dealt with, following this policy, by a member of the Senior Leadership Team (SLT).

Communication and partnership with parents and carers

We give high priority to clear communication within the school and to a positive partnership with parents and carers. Parental participation in many aspects of school life is encouraged. A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents or carers will be informed and action will be discussed.

Racism is considered to be **prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior*

MONITORING AND EVALUATION

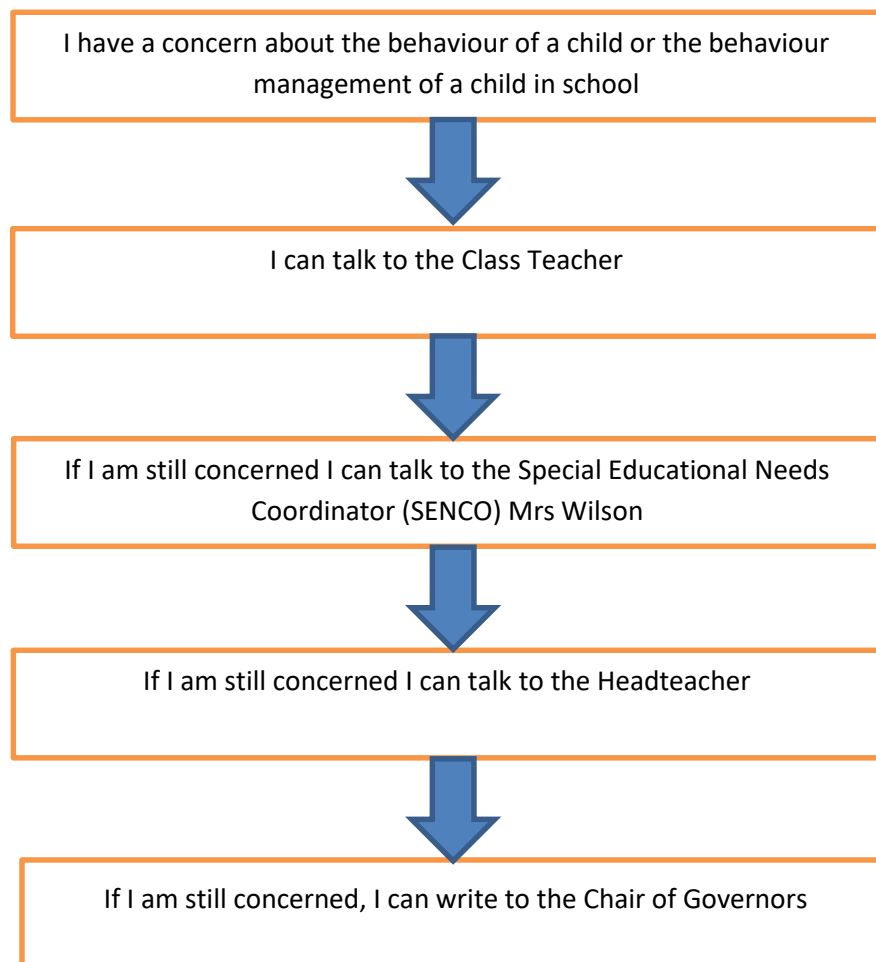
Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Assistant Headteacher in conjunction with the Headteacher. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Assistant Headteacher with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

Review of the Policy:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

Procedures for Concerns



Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Attendance
- Staff Code of Conduct

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly
- Remind pupil of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the pupil away from the group for a short period. This models a nonviolent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting- refer to Safe Handling Policy (DE, 2004)
- Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- Consistency of approach from all adults
- Give the following messages to all pupils;

“I want you to succeed in my class.”

“You are responsible for your own behaviour”



HOME SCHOOL AGREEMENT

The Churchill School aims to serve the community by providing an excellent education to pupils of all abilities and backgrounds. We strive to switch children onto learning through outstanding teaching and learning.

We aim to create an environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured.

The School promotes spiritual, cultural, moral and social wellbeing through :-

- the experience it offers to all its pupils
- being sensitive to and tolerant of each other
- valuing the school environment
- taking pride and satisfaction in the achievements of all those involved with the school
- Respect to all

THE SCHOOL WILL:-

Work in partnership with all parents & carers to :

- Provide a happy and secure learning environment.
- Offer a high standard of teaching across the curriculum, meeting the statutory requirements of The National Curriculum and providing homework when appropriate.
- Keep parents regularly informed of children’s progress through parents; evenings, reports and meetings.
- Recognise and reward good attendance, effort, achievements, and good behaviour.

Headteacher *Mrs Z Stone*

I..... (Child’s Name)

WILL:-

- Be polite and kind.
- Keep my hands, and feet to myself.
- Take care of our school and local environment.
- Look after my own and other people’s things.
- Listen when others are speaking and then I will be ready to learn.

Signed..... (child)

WE THE PARENTS OR CARERS WILL:-

- Ensure my child attends school on time. Gates open 8.35am. Registration begins at 8.45am.
- Ensure my child attends regularly and will inform the school of the reason for any absence.
- Encourage my child to work hard at school and will encourage my child to complete homework assignments.
- Support the school’s behaviour and discipline policy.
- Endeavour to attend Parent Evenings to discuss my child’s progress.
- Make the school aware of any concerns or problems that might affect my child’s work or behaviour.

Parent/Carer

Class Teacher

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