



Positive Behaviour Policy

Policy Creation and Review	
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Odessa Infant School

Positive Behaviour Policy

A. Introduction

Our main objective when considering whole school behaviour is to maintain **consistency and fairness for all**. We do this by expecting **all staff** to use the strategies detailed in this policy in a **consistent way**.

At Odessa, we feel that effective behaviour management is a very high priority. In order to deliver the curriculum effectively the environment must be calm and well organised. Therefore we aim for a high standard of behaviour and use a range of strategies to achieve this. It is important that staff are very clear about Odessa's expectations and these expectations are communicated to all children as routine.

We also hope that by adopting the guidelines outlined in this document, we will provide a framework for the creation of a happy, secure, orderly environment in which children can learn and develop into caring, responsible people.

At Odessa, we have some underlying principles that are central to our views on the management of behaviour as a whole school issue:-

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning
- Creating the correct ethos is essential to learning. Building relationships founded on trust and co-operation is extremely important and an integral part of school life

B. Aims

Our aims for positive behaviour management at Odessa are as follows:-

- The children will develop a responsible, self-motivated and cooperative attitude towards their work and also towards their contribution to school life as a whole
- Pupils will develop an awareness of their responsibility to apply this positive attitude towards their position in society

- The children will achieve their potential in academic, social and behavioural achievement
- The children will accept responsibility for their own environment and develop pride in their surroundings

Roles and Responsibilities

Every member of staff is responsible for following the School Behavior Policy. We employ a practitioner who applies the THRIVE approach and leads small groups to support pupils with developing self-esteem, strategies for anger management, co-operative work and play skills where applicable.

Creating a Positive Atmosphere

As a staff, we can make the school a positive place to both learn and work by adopting certain strategies to make the children feel valued and cared for.

Effective behaviour management does not simply just happen - it needs to be modelled effectively. We need to:

- set high standards
- apply rules consistently and fairly - according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:-

- using please and thank you, and emphasising the need for good manners
- greet children when moving around the building and respond when greeted
- speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed

To create a positive atmosphere, examples of good behaviour should be highlighted:-

- praise should be used often, but at appropriate times and in context - give the child direct feedback - the 'why' they are being praised
- good behaviour should be rewarded - developing intrinsic motivation is key to positive behaviour management
- teachers will use incentives from time to time to encourage positive behaviour, such as 'an exciting resource' to use during Golden Time
- good role models should be commended

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- be calm
- listen carefully to the things that the child is telling you
- establish the facts
- make a judgement only when you are certain of events
- avoid confrontation whenever possible

As a staff, we believe that by following these guidelines we can help the school environment to be a pleasant place to be, where children and staff establish a feeling of cooperation and understanding.

Staff will be positive role models in everything they do by promoting respect for each other's diversity: rights, individual needs, and beliefs.

C. Values

We have the following values as part of our school culture: -

- Telling and looking for the truth
- Respecting the rights of others
- Encouraging children to care for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment
- Acting considerately towards others and be polite
- To respect and celebrate our differences
- Respecting other people's feelings and need for space/time
- Promoting self-discipline
- Boosting self-esteem and achievement by raising expectations
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures and ethnicity

D. Whole School Approaches and Positive Attitude

The school recognises that the encouragement of positive behaviour and discipline is the result of a partnership between all staff, governors, parents/carers, children and other people in the community.

All of these partners have an important part to play and we recognise that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others in the community.

This policy is based on the principle that all children will develop high standards of behaviour according to their age, maturity; ability and that they must be treated and valued as individuals. Our approach to managing behaviour is to be seen within the context of the school's commitment to equality of opportunity. This awareness of Equal Opportunities is integral to the encouragement of positive behaviour within the school.

All staff will be responsible for encouraging positive behaviour amongst the children. We recognise that as role models to the children, staff must have high standards of behaviour towards themselves and the children.

All staff will have a positive attitude and are encouraged to acknowledge and reward appropriate behaviour and express approval. Staff will exhibit a range of positive controlling responses and give personal acknowledgement for positive efforts.

E. Our Expectations

At the beginning of each school year, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year.

F. Curriculum and Teaching Initiatives

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and effective curriculum that is differentiated to stimulate and engage all children.

Children behave and learn successfully when they feel responsible for their learning and success. The children are encouraged with guidance from staff to set and organise clear goals for themselves, reflect on their progress and work cooperatively with each other.

The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum opportunities including RE/collective worship and PSHE. All staff will use all learning situations to foster positive behaviour and help children

develop a sense of values and mutual respect.

In the Phases, all staff will promote and encourage the use of circle times to develop positive behaviour. They use a range of activities including cooperative games, circle games, drama strategies, talking and listening exercises, puppet and mask activities, according to the ages and needs of a particular group.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere.

All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc.

These issues will have to be dealt with on a one to one basis in partnership with parents and carers.

G. Self-Esteem

We believe at Odessa, children must be encouraged to have high self-esteem, as this is a major factor to influence positive behaviour.

All staff will be expected to encourage high self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:-

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised
- Be proud of their achievements

We have a range of strategies to promote self-esteem:-

- Encourage children to support their peers' self-esteem
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges
- By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum

areas

All staff will be expected to be role models and to encourage positive self-esteem amongst the children, providing appropriate care and support to all.

H. Encouraging the behaviour we want

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The rewards we give are: -

- Through non-verbal praise e.g.: - approving look, nod or smile
 - Personal verbal praise
 - Public praise, in groups, phase assemblies or whole school assembly
 - Gold stars in books.
 - Choice of favourite activities.
 - Giving responsibility.
 - Certificates.
 - Informing parents/carers.
 - Prominent display of children's work.
 - Achievement awards.
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- Weekly Star of the week and presentation award certificates during whole school Friday assemblies.

I. Rules

Within the school there are clear ground rules that relate to the school's expectations, which have been negotiated and agreed by all children and staff. These are regularly reviewed and shared with the staff, children and parents/carers. They use age appropriate language.

These rules set the context for positive behaviour and relationships.

All staff and children have agreed: -

- To show respect for the needs and feelings of other children and adults.
- To be kind and considerate to others in the playground and throughout the school.
- To show respect for other people's property.
- To be encouraged to share and co-operate.
- To use appropriate language, both verbal and non-verbal at all times.
- To be involved in caring for the school buildings and grounds.

These are used in conjunction with the school expectations.

J. Playground

1. Staffing

- All staff must be aware of lunchtime rotas and to be prompt when on duty.
- If staff attend in-service training courses then it is expected that they will swap duties. If a member of staff is absent and on duty, please inform SLT
- If you are on duty and need to leave the playground then please inform the other member of staff and ensure this is covered.
- All staff must be vigilant and mobile while on duty.

2. Playground Equipment

- Children will have access to a wide range of activities and equipment at lunchtime in the playground.
- New equipment and new games will be decided on by senior leaders but they are open to suggestions and new ideas.

3. Rules and Expectations

- Children must not have any toys or unauthorised equipment in the playground
- No food or drinks are allowed in the playground at lunchtime. Children must eat all food in the dining hall (unless previously arranged with the SENDCO) Chewing gum is not allowed in school
- Children who are playing ball games must show consideration and care towards others
- All staff must have high expectations of all children's behaviour and deal promptly with any incidents

4. Sanctions

If children are unable to follow the playground rules and expectations the following are options available to staff: -

- A. The child will be asked to sit out for a short time to reflect on their behaviour.
- B. The incident will be reported to the class teacher.
- C. When children are involved in serious /repeated incidents, they will be reported to the Head Teacher or Deputy Head.
- D. If the difficulties continue it may be necessary to speak to the parent/carer.

5. The Toilets

Children are expected to use them properly and keep them clean.

The member of staff on duty will keep an overview of the toilets but all staff must be vigilant.

5. Injuries

- Between 12-1.00 any injuries that need attention must be seen by a first aider on duty.
- All injuries need to be recorded in the accident file and an accident note sent with the child back to the Class and parents/carers informed.
- If there are serious injuries then Senior management must be informed and they will manage the situation.

6. Repeated Incidents, Bullying or Racist comments/behaviours.

- If children are involved in incidents either as a perpetrator or as a victim staff must inform the Head Teacher or Deputy. They will speak to the children to investigate the situation.

After investigation there may be a formal meeting with parents where strategies to redress the behaviour will be discussed and implemented.

- All incidents of verbal or physical abuse of staff must be reported to the Head Teacher or Deputy. They will speak to the children and their parents/carers.

7. Children with Special Educational Needs

- All staff share responsibility for all the children in the playground and must be prepared to deal with all situations with all of the children.
- If staff are unsure about the needs of a particular child they must refer to a member of staff from the child's class or someone who knows them well.
- Children with medical needs or known conditions such, as epilepsy will usually be supported by a member of staff that is familiar with procedures.
- If you notice anything unusual or if you are worried about any child with a known medical condition who is more independent please talk to the SENDCO and/or the DHT or SLT.
- If you need more information or advice about particular children then please refer to the SENDCO.

If you need urgent help **the Head teacher or Deputy** are usually in the dining hall, playground or office.

K. How to Encourage Positive Behaviour and Self-Discipline

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff play a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

Children are encouraged to:

- Take responsibility for their actions
- Know and understand the school rules and expectations within all the different areas of the school environment
- Understand the boundaries that are set

- Co-operate willingly with adults and other children

All staff must show awareness of the need to look beyond any behaviours and to investigate the root cause of them.

Our approach is to try to understand why particular behaviours occur rather than attempt to control them. This may entail reviewing the appropriateness of the curriculum offered, looking at the context, the management and organisation of an area, or the reviewing and re-emphasising of ground rules. While taking all of this into consideration it may also be necessary to impose sanctions for inappropriate behaviours.

Children are given the opportunity to make amends and to understand the effects of their behaviour on other individuals.

Children are given the opportunity to make amends, which can go some way towards providing the motivation for change because it is effective and therefore powerful.

The procedure to enable the children to make amends is as follows:-

- To enable the child to understand what was wrong
- To enable the child to feel empathy
- To problem-solve to put the situation right
- To learn for the future

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore in discussion with the child, staff will:

- Check with the child that they understand why they have done something wrong.
- Establish that the child knows that the behaviour was unacceptable
- Discuss the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Encourage children to think of or offer some alternative strategies
- Problem-solve

To enable children to understand that some behaviour is unacceptable we use the following steps: -

1. Tactical ignoring
2. A non-verbal signal (shake of the head)
3. Verbal reminder of the expectations to the whole class
4. A private verbal rebuke and reminder of unacceptable behaviour and reminder

of breaking an expectation

5. A breather - child to have some calm reflection time

Take child to year group partner (in the first instance) if year group partner is unavailable and if behaviour continues (is persistent or extreme) then to SLT.

NOTE:

6. *If a pattern of behaviour is emerging it is important to look for any potential triggers and also consider, 'why' certain behaviours are being exhibited. This is the time to seek support/guidance from the SENDCO/SLT. Also see Identified Risks (below)*

7. *No child should not miss their playtime as a punishment - reflection time may be needed but this should be a brief period. If their behaviour is extreme (fighting/have hurt others) then they should be taken to a member of the SLT*

More serious or continuous offences are dealt with in the following way:

At this stage it would be necessary to inform and involve SLT

- Logging of incidents
- Formal meeting with parents/carers
- Withdrawal of privileges, such as Golden Time.
- The involvement of outside agencies
- Exclusion from school

EYFS:

In the Early Years Foundation Stage the children receive a verbal warning and if this is not sufficient a second verbal warning. If negative behaviour continues they may be asked to sit and think about their behaviour. This should be no longer than five minutes.

The following steps will be applied:

1. Tactical ignoring
2. A non-verbal signal (shake of the head) - supported with visual aids if necessary
3. Verbal reminder of the expectations to the whole class
4. Talking to the child and encouraging them to reflect their choices/behaviour
5. Thinking time - sit and think about their behaviour either next to an adult or in a quiet space
6. Take child to child to year group partner (in the first instance), then the team leader. If behaviour is extreme or concerning/SLT

NOTE:

7. *If a pattern of behaviour is emerging it is important to look for any potential*

triggers and also consider, 'why' certain behaviours are being exhibited. This is the time to seek support/guidance from the SENDCO/SLT. Also see Identified Risks (below)

L. Role of Staff

Staff must share expectations of behaviour for each other and children, as well as, procedures for dealing with unacceptable behaviour. This must be done at least yearly and when new staff begin at the school.

Adults play a crucial role in setting standards of behaviour and providing good role models for children particularly to learn and develop self-discipline.

Staff should be constructive and use a positive approach by setting clear goals and aims for children to achieve.

Staff must continually evaluate and reflect on their practice individually, in Phases teams or as a whole school.

The following guidance is for all staff to use and may be adapted in individual cases.

The levels of responsibility are: -

- Class Teacher
- SENDCO
- Year Lead
- Deputy Head
- Head Teacher

M. Challenging Behaviour

It is Newham and Odessa's policy to promote the inclusion of pupils with Special Educational Needs into our school.

The school has a Special Needs Policy which describes our approach to special educational needs provision.

All children are fully included in the curriculum and life of the school.

We are fully aware of the nature of children's individual needs and the value of a whole

child approach to their learning and management.

1. Positive Handling Procedures

If a child's behaviour escalates and puts the child, other children or staff at risk of physical harm there are trained staff who can manage positive handling strategies if required.

Before physical intervention is used other strategies must be used to try to defuse the situation first and positive handling used only when absolutely necessary.

The following strategies must be considered to help pre-empt any difficult and violent situations: -

- Change the environment
- Alter routines
- Focus on diversion, reassurance and communication
- The use of parents/carers
- Rewarding progress
- Identifying the key behavioural difficulty
- Identifying the behaviour we want to see
- Our understanding of behaviour

The following strategies could be used to avoid an incident:-

- Use a calm voice
- Use humour
- Expectation reminder
- Reassurance
- Listening to the child
- Withdrawal offered
- Staff member change
- Involvement of senior staff

Staff members must remain calm and under control and try to stabilise the situation to prevent it from getting worse.

Steps must be taken to diffuse the situation to prevent the child from becoming distressed or aggressive.

If a child is at serious risk of harming themselves, a peer or member of staff the following strategies of physical intervention must be used by a trained member of staff

It is important that the staff know the child really well so that they will be able to support the child and manage the situation.

Identified Risks

The following areas must be considered: -

- Trigger Situations -Time of day, places, lessons, members of staff
- What the behaviours look and sound like
- Preferred support strategies which are non-physical
- Medical and emotional conditions where Restrictive Physical Interventions (RPI) become necessary
- Preferred handling strategies (these can be in consultation with the person to reduce risk)
- Points of praise.

Specialist support staff (ASD) across the school are trained and must be used if a child is in danger of injuring themselves or others.

Recording Incidents

All incidents must be recorded in the Restraint Incident Log stored on the shared Google Drive.

Parents/Carers must be informed of the incident and informed that a member of staff has had to use physical intervention to ensure the safety of their child and others involved.

N. Bullying

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person or group by another or a group of others. It can involve physical, verbal or psychological violence.

Bullying may involve;

- Name calling
- Pushing around
- Fighting
- Following you and intimidating you
- Using physical stature and posturing to intimidate you
- Making fun of you or your family
- Talking about you behind your back
- Trying to take money or things from you
- Damaging or stealing your property
- Trying to make you do something you don't want to do
- Influencing others about you, e.g. not to be your friend
- Making racist, homophobic or sexist comments
- Internet or cyber bullying

Bullying can be premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Staff, children and parents/carers are made aware that it is the school's policy that bullying of any form will not be tolerated, from children or adults,

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying. Children in the school know that adults are there to help and support. Children are encouraged and supported to speak out and challenge bullies, who rely on power and domination. They are encouraged to tell and supported to know that things will change once they take this step.

Positive Work to prevent bullying

Children are given consistent messages **to tell** and not accept any form of bullying.

Children are able to talk about feelings and raise any issues or concerns. They are encouraged to share experiences and worries through Circle Times and often in PSHE sessions where they explore a range of issues.

Our staff play a crucial role in identifying any child who may be vulnerable and challenge children who are not 'playing nicely' during break times. Children have a wide range of activities to occupy them at lunchtime and they all have opportunities to play cooperatively with all ages. Older children are encouraged to take responsibility for others and lead by example.

Violence in any form is unacceptable at Odessa Infant School. Children are encouraged to speak out and told to not hit back. All children are aware of the need not to retaliate and seek help.

Parents are expected to comply with this policy and when they attend meetings to discuss these issues they will be required to comply. Incidents will be dealt with by the Deputy Head and Head Teacher and parents consulted.

There are links to anti-bullying projects and topics in the PSHCE curriculum, RE resources and assembly ideas. These are used by staff in planning the curriculum. The school regularly takes part in national strategies, such as, Anti-Bullying Week and safety campaigns.

Dealing with Incidents

Our approach at Odessa is to acknowledge, mediate and resolve issues. This helps us to consider ways in which the bully can be helped to accept responsibility and express concern for the victim. The bully may be showing this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

The victim of bullying will need counselling or coaching to reconcile the effects of the bullying. Sometimes children are victims of bullies because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the child may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the class teacher, THRIVE practitioner or group work.

0. Racial Abuse

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Macpherson Report).

Staff must be alert to any incidents of racial harassment and follow the procedure for reporting and recording incidents:

- All incidents of racial abuse must be passed on to the Head Teacher who will manage the situation.
- Racial abuse incidents are reported to the education department on an annual basis.
- All incidents of racial abuse are recorded in the Racist Incident Log stored on the shared Google Drive
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against racial abuse wherever and whenever it appears.
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice.

Homophobic Bullying

Staff must be alert to any incidents of homophobic bullying or harassment and follow the procedure for reporting and recording incidents:

- All incidents of homophobic bullying must be passed on to the Head Teacher who will manage the situation.
- Homophobic incidents are reported to the Governors on an annual basis.
- All incidents of homophobic bullying are recorded in the Homophobic Incident Log stored on the shared Google Drive
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against homophobic harassment wherever and whenever it appears.
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a

secure environment where everyone can develop his or her skills and practice.

Sexual Harassment

Staff must be alert to any incidents of sexual harassment and follow the procedure for reporting and recording incidents:

- All incidents of sexual harassment must be passed on to the Head Teacher who will manage the situation.
- All incidents of sexual harassment are recorded in the Sexual Harassment Incident Log stored on the shared Google Drive.
- Parents/carers will be informed of the strategies used by the school to deal with that situation
- Staff must act and be seen to act firmly against sexual harassment wherever and whenever it appears
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice

P. Parents/carers.

Staff must share management strategies with parents for use in the home if requested.

Parental involvement is an integral part of the school's ethos.

Staff should encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Parents/carers must feel able to talk to staff about their child's behaviour whether at school or at home.

Staff must recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

