

## Strategies to Support Policy for Promoting Positive Attitudes and Behaviour

### Welton Expectations

*When leading by example we,*  
**Move around quietly, calmly and safely**  
**Allow each other to work hard, focus and learn**  
**Always try to achieve our personal best**  
**Listen, take turns and speak at the right time**  
**Look after all equipment and the school environment**  
**Treat everyone with kindness, good manners and respect**

Everyone's response to all behaviours causing upset, disruption or hurt:

- a) What happened?
- b) What were you thinking about at the time?
- c) What have your thoughts been since?
- d) Who has been affected by what you did?
- e) In what way have they been affected?
- f) What do you think needs to happen next?

### Acknowledging and valuing pupils consistently meeting Welton Expectations

Praise (private and/or public)

Child of the Week award

WILS certificates

"Catching children meeting expectations" in the classroom - entry into prize and tea party raffle

"Catching children meeting expectations" break time raffle

Phone call home to celebrate

Head teacher treasure chest

Visit to Head teacher

Head teacher postcards home every Friday: minimum one per class for Welton expectations and WILS

The teachers will maintain a spread sheet on the shared area every week (for easy over view for SLT staff of how things are going and for administration of postcards).

### Pupils with additional needs

Pupils who require smaller steps to encourage positive behaviour will be able to collect personalised praise cards for meeting Welton Expectations, to be taken home

### Strategies to support positive behaviour management

Explicit praise describing the behaviours you want to see more of

Explicit praise of effort to promote resilience

Catch children demonstrating the Welton expectations

Use visual timetables

Use the language of first and then

look for and acknowledge all positive behaviours

immediate and early intervention to prevent escalation and diffuse potential issues

positive verbal comments and praise

reminders

positive non verbal signals (e.g. thumbs up, smile, tap on shoulder

consistency!

positive comments written in books

balance of public & private praise

effective use of tone and volume of voice

good eye contact

'A' grade for everyone' and high expectations for/of all

effective use of humour

fresh starts – every day or lesson is new start/a fresh chance to...

giving children responsibility

sharing positive aspects with others

awarding certificates and stickers

informing parents

### Key Stage 1 and 2 - Systems to support positive behaviour management

Positive learning behaviour will be achieved through high quality teaching and learning. To reinforce and reward good learning and social behaviour the following strategies should be implemented:

Consider tactical ignoring for low level behaviour

Non verbal message e.g. eye contact, shaking head

General positive comment to group/class e.g. Well done, I can see lots of people ready to listen etc

Praise a pupil in very near proximity for specific behaviour you want to see e.g. Charlie I can see you have already written your first paragraph, well done.

Make eye contact with the pupil and use facial expression to communicate a reminder

Use proximity of your physical presence as a reminder combined with a non verbal prompt or visual prompt. E.g. casually handing pupil pencil, pointing to task etc

Direct and specific description of behaviour you want to see followed by moving away and waiting. E.g. "Toby, pick up your pen and write the next 3 sentences" "Toby in 2 minutes I will come and have a look at your work so that we can talk about how it's going.

### **At this stage it may be suitable to consider a sanction.**

#### **Sanctions (all sanctions must have a restorative element)**

##### **1. Part or whole missed morning break (teachers will supervise this in their own room)**

***If this results in an escalation of behaviour or emotion; calmly, privately used the agreed script from training:***

- i. What happened?
- ii. What were you thinking about at the time?
- iii. What have your thoughts been since?
- iv. Who has been affected by what you did?
- v. In what way have they been affected?
- vi. What do you think needs to happen next?

##### **2. Part or whole missed lunch break-children missing their lunchbreak will walk next to Mrs Shores for the break time (make sure she knows)**

##### **3. It may be appropriate to discuss a child being internally excluded for their lunchtime, this would need discussing with SLT**

##### **4. Internal exclusion**

##### **5. Fixed term exclusion**

##### **6. Permanent Exclusion**

If a pupil seriously and dangerously disrupts the learning a pupil or TA will go to the office and say they need an SLT urgently.

If a pupil misses a break time there should be a phone call home

### Foundation/EYFS - Systems to support positive behaviour management

Positive learning behaviour will be achieved through high quality teaching and learning. Children in the foundation class are at the early stages of developing an understanding of how to interact with others, follow instructions, listen carefully and look after themselves and their environment. The system in these classes is based on catching children displaying the behaviours we want to see more of:

Each week the children will have a focus for their development

They will have this focus introduced to them through talking and visual prompts

Parents will have this focus shared with them through a display

All the adults in Foundation Area will focus their observations on catching the children display the focus behaviour

Explicit praise describing the behaviour will be used throughout by all adults.

At the end of each week children will receive a sticker displaying the week's focus as an I can statement

#### **Foundation Foci**

I can use active listening to help me learn

I can follow instructions

I can help look after the toys and equipment

I can move around my classroom with care

I can work on my own when an adult asks me to

I can play with others

Children displaying unwanted behaviours in Foundation/Early Years

*The emphasis will be on very early identification, prevention and re-direction:*

For off task behaviour, give further direction, add a challenge or re-direct to new activity

For off task behaviour with potential to escalate, engage pupil in a job to help the adult and then re-direct to a new and different activity

Use visuals to support verbal communication

Use the language of first and then

Consider tactical ignoring for low level behaviour

Non verbal message e.g. eye contact, shaking head

General positive comment to group/class e.g. Well done, I can see lots of people ready to listen etc

Praise a pupil in very near proximity for specific behaviour you want to see e.g. Charlie I can see you have already made the first part of your model, well done.

Make eye contact with the pupil and use facial expression to communicate a reminder

Use proximity of your physical presence as a reminder combined with a non verbal prompt or visual prompt. E.g. casually handing pupil resource, pointing to task etc

Direct and specific description of behaviour you want to see followed by moving away and waiting. E.g. "Toby, pick up your pencil and write the next word" "Toby in 2 minutes I will come and have a look at your work so that we can talk about how it's going

For increasingly disruptive behaviour ask pupils to sit, stand or walk with adult for a few minutes, then re-direct to a new and different activity

Foundation, Key Stage 1 and Key Stage 2-When the procedures don't work

A brief meeting with the class teacher and SLT member will take place to agree how the year group team can "catch" the child meeting expectations and intervene earlier to prevent the unwanted behaviours; therefore paying attention to the behaviours we want to see more of and ensuring success for the child.

*A child who continues to struggle after the initial intervention:*

A meeting will be called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, EWO or Educational Psychologist and Behaviour Support Team.

The aim of this meeting is to devise a plan of action (pastoral support plan) to identify how the adults at Welton and parents will support the child to improve his/her behaviour. Strategies and targets will be identified and a review date agreed.

The school implements a graduated approach to sanctions and consequences for example: internal exclusion.

Exclusion

Decisions relating to exclusion are made with reference to:

Guidance on Exclusion from Schools and Pupil Referral Units

DfES 02017-2006BKT-EN

Exclusion is normally the last resort except where:

In response to a serious breach of the school's behaviour policy

If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Safeguarding

Safeguarding is central to the well being of pupils at Welton and the Positive Management of Behaviour must follow all safeguarding policies and procedures (found on "t" drive in the safeguarding folder or the hard copy in the Head's office).

Physical Restraint

It is important to remember that any restraint should be in line with agreed guidelines and policies

Monitoring and Evaluation

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated termly through Key stage meetings.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published on the school website.