

POSITIVE BEHAVIOUR POLICY

It is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create a safe environment for pupils and staff that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

The school has a central role in the children's social, emotional and moral development just as it does in their academic development. As we measure academic achievement in terms of progress over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to shared behavioural goals.

As a 'Rights Respecting School' we aim to work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. We recognise that some children need more support to adopt appropriate behaviour and interventions may be required.

School Ethos

The keys to effective behaviour management are consistency, communication and clarity of approach. Pupils learn and behave best when they know what is expected of them. We aim to:

- create a positive environment with realistic expectations;
- develop a growth mindset, resilience and perseverance;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, religion, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feed-back, to avoids the alienation and disaffection which can lie at the root of poor behaviour.

This is achieved through:

- Through the planning for the need of the individual pupil
- Active involvement
- Structured feedback

It follows that lessons should have clear objectives, that are explained and understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping should inform planning, offer feedback to children and indicate their progress with next steps.

Classroom Management

To promote positive social, emotional and mental health for our children we encourage the use of Zones of Regulation.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays, all have a bearing on the way children behave.

Classrooms should be organised to encourage independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Teachers have freedom to use their own strategies as appropriate to the age of the children. Eg marble jars, stickers etc.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they are able to achieve acceptable standards of behaviour. Children should be involved in the creation of classroom rules where appropriate.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- have a clear rationale, made explicit to all;

- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole school community.

All classrooms will display an age appropriate visual display where teachers can monitor the behaviour of individuals in their class.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Reward time

Reward time is a 20 period that is awarded by the class teacher and is based on the positive behaviour of the majority of the class over one week.

Where 1 individual pupil is continually showing negative behaviour they will be excluded from reward time. The teacher will decide whether the pupil should remain in the class or be supervised elsewhere.

Recognition of the following rewards are presented publicly during assembly:

- House points (All)
- Merit certificates (All)
- Lining Up (All)
- Attendance (All)

Sanctions

Stage	Examples of Behaviour	Sanctions to be considered	Comments
Stage 1	Swinging on chair interrupting / calling out. Losing concentration. Running inside the school building. Being in the wrong place at the wrong time. Telling lies. Silly noises. Pushing in line.	Quiet Reminder. Non verbal signals (e.g. Eye contact, pointing). Change of seating. Name on board. After 2 warnings in a day move to stage 2.	
Stage 2	Persistent stage 1 behaviour Rudeness/Swearing Affecting other pupil's learning. Inappropriate remark to other pupils. Challenge to authority. Damaging school's/pupil's property. Leaving class without permission. Harmful / offensive name calling. Ignoring instructions. Being sent off in the playground. Play fighting/hitting	Miss playtime to reflect. Sent to Phase Leader	Incidents to be recorded in Stage 2 Folder. Phase Leader to check the red card book weekly at SMT and speak to persistent offenders. Parents informed via letter if children are in the red card room 3 times or more.
Stage 3	Persistent stage 2 behaviour	Sent to the Deputy Head.	Deputy Head - behaviour

	Persistent swearing. Throwing objects with intent to harm. Harming someone so they need medical help administered by a first aider. Continued or more serious cheek/challenge to authority. Stealing. Fighting. Repeated refusal to do set task. Highly offensive remarks to children.	Letter sent to parent / carer by Deputy Head. Loss of playtimes/lunchtimes to reflect on behaviour choices	log to be filled in.
Stage 4	Persistent stage 3 behaviour Bullying. Serious Fighting (not play fighting) Racism. Violence. Very serious challenge to authority. Leaving school without permission.	Pupil sent to Headteacher. Meeting with parents. Pupil placed on Headteacher weekly behaviour chart. Loss of playtimes and lunchtimes. Ban on representing the school for a fixed period. Internal seclusion from lesson.	Situation to be monitored by teachers and Headteacher.
Stage 5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff. Physical abuse to any member of staff/adult. Malicious physical assault on another pupil.	Exclusion for morning or afternoon to include a lunchtime – fixed period. Exclusion for a fixed term. Internal exclusion	
Stage 6	Repeated Stage 5 behaviour	Governor disciplinary sub-committee convened. Permanent exclusion from school.	

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate the policy and expectations to parents. Prior to a child joining the school, parents/carers will be provided with a copy of the Home School Agreement, which must be signed and returned to the school.

Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

Bullying

This policy links very closely with our Anti-Bullying Policy. Both policies will be reviewed at regular intervals.

This policy will be reviewed every three years or as necessary in the interim.

Golden Rules

All pupils should follow three golden rules.

1. Show good manners and be truthful at all times.
2. Care for everyone and everything.
3. Follow instructions straight away.

General Rules

Rules are kept to the minimum and only made to promote the safety and well being of everyone using the school. They are based on caring and consideration for others. They apply to all children and we hope parents will ensure that their pre-school children adhere to them where appropriate. Specific rules for playground and wet playtime are appended.

Children are expected:

- walk in the school buildings and keep to the left;
- to moderate the tone of their voice;
- wear school uniform, with school shoes, not trainers (except in the playground or if previous permission has been obtained);
- be punctual;
- attend regularly;
- not play ball games in the playground before or after school;
- only bring toys into school at the teacher's discretion
- arrive and leave via the main entrance slope;
- give any medicines to the Welfare assistant, except for inhalers for asthmatics;
- only wear items of jewellery for religious reasons, with permission of the headteacher (the school can take no responsibility for personal belongings or injury);
- remain on the premises during school hours;
- use objects for purposeful reasons;
- use the pond, garden and forest school areas only with adult supervision;
- enter the main building via the correct door;
- be in the playground at breaktimes.

Playground Rules

- children are to arrive and leave via the main entrance slope not the drive (unless going to the office)
- Litter must be placed in the bins provided.
- Children must respect one another and their property and show regard for the safety and welfare of others.
- Book type activities are permitted.

Break is from 10.45-11.00am and 2.00 – 2.15pm (KS1). At the end of each break a bell will be rung. The children must stand silent and still. When their class card is shown they line up in classes quietly and walk to their classroom when instructed.

Wet Playtimes and Lunchtimes

If required, the Headteacher or Deputy Head will make the decision as to whether it is a “wet playtime or lunchtime”. A message will be sent to each class before break is due to begin.

Children must remain in their classes during wet playtimes, except when they go to the toilets.

Agreed classroom rules are as follows:

- Children are to stay in their classrooms unless they have permission to leave.
- Normal classroom rules follow (no shouting, no running, etc).
- Computers and scissors are not to be used unless specified by the class teacher.
- Finishing off work is allowed.
- Specified paper and games material will be provided.
- There is a box of wet playtime games in each classroom.
- Teachers should allow time for clearing up.

This policy is reviewed every three years or as/when required outside that timescale.