



Positive Behaviour Policy

(Reviewed January 2017)

We believe that children thrive in a warm, friendly, secure and well-ordered environment. As a school we try to ensure that all the children feel safe and confident. We also encourage them to develop self-discipline and a care and concern for others, taking responsibility for each other's emotional and social well-being.

Aim

- To involve all members of staff in a whole school commitment to positive behaviour.
- To provide guidelines for acceptable behaviour both in and around school.
- To ensure that school routines are agreed and understood by all members of the school community.
- To ensure a fair and equal system of rewards and consequences for all pupils, which are consistent throughout the school.
- To encourage self-discipline and a thoughtfulness towards others.
- To provide a positive reinforcement for good behaviour.

The Headteacher discusses the school's Christian values regularly with the whole school. These are reinforced by the class teachers.

Whole School Rules

1. Listen and follow instructions
2. Keep hands, feet and objects to yourself
3. Look after property
4. Be a friend
5. Be safe, walk quietly

Rewards and sanctions for the Foundation Stage, Key Stage 1 and 2

Individual Rewards:

- Praise
- Smiley face, stickers, stamps and certificates
- Sticker on a chart
- House Point awarded (using the whole school House system established Sep 2014)
- Use of the whole school behaviour pyramid
- Take home a class puppet and diary
- Being given a special job to do e.g. holding the door open, be first in line, take the register
- Visit another class teacher to show good work (often the Subject Leader for the subject in question)
- Visit the Headteacher to show good work (Headteacher sticker or certificate)
- Individual mention and receive award in collective worship/Friday's Achievements Assembly.
- Special responsibilities e.g. class monitor, librarian

Whole class rewards:

- Praise (with visual record e.g. marbles in the jar)
- House Points (winning House announced in Achievements Assembly)
- Golden Time
- Treat time e.g. Parachute games, story outside

Sanctions for inappropriate behaviour:

- Warning, with an explanation
- Final warning (explain consequences)
- Use of the whole school behaviour pyramid
- Time out (5 minutes on a chair or bench)
- Name under 'sad face' on board (or 'rain cloud' or red traffic light)
- Traffic light system which allows children to modify their behaviour once warned, in order to stay on green, as opposed to amber or red when sanctions may be enforced for choosing not to behave appropriately

- Lose some or all of Golden Time
- Work in another classroom (sent to 'foster class' with work)
- Visit the Headteacher (accompanied)
- Phone call to parents / letter home / behaviour support plan / book
- In some situations, the use of reasonable force may need to be considered in order to ensure the safety of all pupils and staff.

Where appropriate, classes also have their own classroom code of conduct, which is agreed by the children, and is displayed on the wall of the classroom. In this way every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class and uses other strategies e.g. circle time, if necessary.

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Behaviour Code. Sanctions will be used in a balanced way and will focus on the act and not on the child. Children should be helped to understand why their behaviour is not acceptable. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate unacceptable behaviour. Some children, including those with SEND who have specific needs relating to behaviour, will find it continually difficult to follow the Behaviour Code. Reasonable adjustments and individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of external agencies* (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in managing their children's behavioural issues.

* It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion.

Playtime rules for the whole school

- You should only play where you can see an adult.
- Look after the playtime equipment. Report to an adult if any equipment goes over fences, on the roof, or into the road.
- Foundation Stage and Key Stage 1 - only 5 pupils at a time may play on the climbing frame (this will not be used if it is wet and slippery). Three pupils at one time in the small playhouse.
- Once outside, you should not go back into school until the end of playtime, unless you have asked to use the toilet.
- On the first ring of the bell, stop playing and stand still.
- On the second ring of the bell, return any equipment and walk to the class line to stand quietly.

Rewards:

- Playground friends nominate pupils for a special sticker in Achievements Assembly
- Praise and mention to class teacher
- Collecting or returning the bell
- Holding the door etc.

Sanctions for inappropriate behaviour:

- Warning
- Final warning
- Time out on seat or bench
- Shadow an adult on duty
- Sent inside to sit outside the office/staffroom
- Visit to Headteacher
- Possible missing of a future playtime – working in the dining room
- Zero tolerance approach to physical/rough behaviour – miss next playtime
- In some situations, the use of reasonable force may need to be considered in order to ensure the safety of all pupils and staff.

In the playground, our school has agreed an 'Ignore, Warn & Tell' approach to dealing with behaviour, which empowers children to resolve problems independently initially. In the first instance, children are advised to walk away from behaviour they do not like and try to ignore the situation. If a child persists

with the same behaviour towards someone, they should then warn them that they do not like what they are doing and explain that they will tell an adult if the other person continues. Finally if the behaviour still carries on, the child should tell an adult, explaining all the steps they have taken. The adult will then work with the children to resolve the situation and decide if a consequence is appropriate.

Staff complete a behaviour form with the child to encourage them to reflect on the consequences of their behaviour and how this impacts on others. In KS2 children look at this alongside the school creed to reinforce the Christian values and beliefs of the school.

Relationship to other policies

This policy links closely to the home-school agreement and includes the power to use reasonable force, when deemed necessary, to deal with any matters relating to behaviour. It, therefore, also links with the school's restrictive physical intervention policy.

Roles and responsibilities of the Headteacher, other staff and governors

The **Headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of:
 - (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one;
 - (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five;
 - (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** has an **Exclusions Committee**. They will ensure they receive training to fulfil their role. The Headteacher is not a member of this committee.

The committee will have regard to any guidance given by the Secretary of State.

If the **Exclusions Committee** decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving information from the Headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour
- instances of bullying and racial incidents, and action taken
- support provided for the victims.

The success of this policy relies on regular and consistent application by all members of staff and a shared understanding of rules, rewards and consequences. The result will be a well-ordered, secure and friendly environment for all our pupils and indeed everyone in the school community.

School's date for review: January 2018