



Positive Behaviour Policy

Last reviewed: 24 April 2017

Agreed by Governors: 19 November 2018

Next review: 2021

Chair of Governors: _____ Date: _____

Headteacher: _____ Date: _____

We believe it is important to promote a caring and supportive environment which will enable all members of the school community to feel respected, safe and valued.

Our behaviour policy will be underpinned by the following principles proposed by the Governors:

- ✓ Our school promotes an environment where the whole school community feels safe and secure.
- ✓ Every member of the school community is consistently valued and respected.
- ✓ There is a school climate where personal responsibility, self-discipline and tolerance are fostered.
- ✓ Our school provides an appropriate learning environment to enable all to achieve their potential.
- ✓ Positive relationships are promoted so that we can all work together.
- ✓ Recognising our uniqueness is at the heart of implementing our behaviour policy.

Code of Behaviour

We have a consistent approach to behaviour management; however, we recognise that it may need to be differentiated to accommodate individual needs.

Procedures

Our school has a clear set of rewards and sanctions which put into practice the behaviour principles.

Our behaviour policy is founded in recognising and rewarding positive behaviour. The focus of all staff is to 'seek out' these positive behaviours, celebrate and reward them. Our aim is that all members of the school community aspire to behave in a positive manner at all times.

Positive behaviour is recognised and celebrated in our school and is rewarded in the following ways:

- ✓ Positive specific praise both verbal and non-verbal by class teacher.
- ✓ Sharing positive behaviour with other members of staff.
- ✓ House points given by class teacher and teaching assistants.
- ✓ Sharing positive behaviour with parents verbally.
- ✓ SLT tokens.
- ✓ Sharing positive behaviour through written communication using school postcards sent home to parents.

- ✓ Headteachers certificate at Celebratory assembly.
- ✓ Whole class positive behaviour recognised by a Headteacher's certificate at assembly.

The above are not necessarily hierarchal but will be dependent on individual situations.

Sanctions for inappropriate behaviour

Our sanctions are based on a system of choices and consequences. At each level the student is given a choice to either conform to expectations or face appropriate consequence. All staff are encouraged and supported in identifying good behaviour as a way of avoiding situations of inappropriate behaviour from arising.

1.

- A verbal or non-verbal reminder.
- A warning reinforcing the reminder.
- Repetition of the child's name and a statement of the desired behaviour e.g.: "If 'x' continues 'y' will happen".
- Missing out on an age appropriate amount of playtime.
- Timeout (supervised) plus discussions with child to see if they can offer any possible reasons for the behaviour.

2.

- Send to another teacher if behaviour continues consistently.
KS1 - Mrs Barker
KS2 - Mr Davey for discussion of behaviour and appropriate sanctions.
- A parent or carer will be informed of behaviour by class teacher either verbally on the playground or by a phone call if the child has been sent to a senior member of staff.
- Informal discussion with parent and child to discuss situations and ascertain any possible reasons for behaviour.

3.

- Send to Assistant Headteacher if behaviour continues.

4.

- Send to Headteacher.
- We recognise that some children will struggle with positive behaviour and these children will be supported by advisory services/pastoral support plan/positive handling plan. This may mean that some children follow a very different behaviour policy.
- If a child has been sent to a KS1 or KS2 Senior teacher on more than one occasion during a half term then a meeting will be set up between the parent, class teacher and senior teacher to discuss ways forward.
- Similarly if a child is sent to Assistant Headteacher or Headteacher on more than one occasion during half term then a meeting will be set up between Headteacher or Assistant Headteacher, parent and class teacher to discuss ways forward.

5.

- If, after a mutually agreed pastoral support/behaviour programme has been set up, inappropriate behaviour still continues then the following, non-hierarchical, steps may be taken:
 - Internal exclusion from playground or classroom.
 - One day external exclusion.
 - 3 day external exclusion.
 - Permanent exclusion.

Depending on the severity of behaviour a child may not work systematically through the stages. This may arise if a child or a member of our school community is at risk from harm by the behaviour of another child.

If a parent is concerned about their child's behaviour in anyway, staff are always available to discuss this and to work together with parents to find a way forward.

Teachers have the right to ask children to turn out their pockets or to search their belongings and confiscate prohibited items. For safeguarding reasons more than one member of staff will always be present if the above occurs. In our school the reasons for carrying out searches are:

- If we believe items have been stolen.
- If we believe there is an article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

At times it is necessary to sanction behaviour outside of school:

- If the child is in school uniform.
- If their actions could have repercussion in school.
- If their behaviour poses a threat to another pupil or member of the public.
- This sanctioning will be dependent on the incident and its impact on members of the school community. We will work in conjunction with parents and outside agencies in such cases.

Monitoring, Review and Evaluation

We will monitor the effectiveness of this policy by an annual review which will consider:

- a) Are our aims still valid?
- b) Are the rules still relevant and consistently applied?
- c) How effective are incentives and sanctions?

All concerned parties will be kept informed of any review outcomes.

Conclusion

A child friendly version, written by members of the school council, of this statement will be included on the school website and is displayed in the classrooms. Each year, parents will be invited to return an agreement stating that they have read, understood and support our aims and have discussed it with their child/ren.