



Positive Behaviour Policy

Adopted by Governors: January 2018
Date for review: January 2020

The purpose of this policy is to encourage good behaviour and to recognise achievements. The policy is intended to provide guidance and support for pupils and parents and to build positive relationships in an atmosphere of trust and mutual respect.

We believe that this commitment to our children can only be achieved if the school ethos promotes and protects the rights and responsibilities of the whole school community in an actively caring and respectful manner. Our Positive Behaviour Policy reflects this commitment.

The policy is intended to encourage the spiritual, moral, social and cultural development of our children by:

- developing children's ability to recognise differences between right and wrong
- understanding the consequences of their behaviour and actions
- understanding and appreciating the viewpoints of others
- using a range of social skills in different contexts
- cooperating well with others and resolving conflicts effectively
- willingness to participate in and respond positively to various artistic, sporting and cultural opportunities

1. Scope of the Policy

This policy is written with regard to the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN).

It is written following the guidelines in the Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016)

The policy links to the Home School Agreement, signed by all parents, where the expectations for children's behaviour are clearly described.

2. Aims and expectations of the policy

At Southill Primary School we aim for every member of the school community to feel valued and respected, and for each person to be treated fairly and well. We are a caring community, whose values are built on trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. We teach children to be aware of their own and other's rights, and the responsibilities that go with them. It aims to prevent bullying and other issues by promoting an environment where everyone feels happy, safe and secure.

The school has a small number of principles to guide children:

- Try hard with your learning
- Respect each other

- Respect the school

These principles are then developed further by each class in their own charter (Section 4). However, the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships between pupils and pupils, adults and pupils as well as adults and adults. We aim for people to work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This policy has been drawn up after consultation with parents. It is important to the school that we work in partnership with parents to help the children.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation, directly linking to our PSHE policy and our Rights Respecting Schools curriculum and ethos. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Promoting positive behaviour

i. We encourage children to behave well in a variety of ways:

- developing children's sense of their own intrinsic worth and their own moral values
- teachers have high expectations of children which are positively promoted on a daily basis
- encouraging children to be proud of themselves and others' achievements
- teachers praise examples they see of children behaving appropriately
- good work and outstanding effort are rewarded by presentation of a certificate in a weekly assembly. Details are publicised to the wider school community through the website
- displays in the school celebrate children's achievements and so offer examples of ideal behaviour and expected standards of work
- when needed, staff may use home/school books to inform parents of their children's successes and to establish a means for two-way communication
- all children belong to one of four teams and teachers award children team points for particular successes.

ii. The school aims to acknowledge all the efforts and achievements of children, both in and out of school. Mention is made of pupil achievements in newsletters and through the website which also carries photographs of successful individuals and teams. Wherever possible, we aim to display photographs and articles that project positive images of the school and the children into the wider community, eg through the local newspaper.

iii. Promoting positive behaviour through the curriculum: Our work in this area of school life links directly to our Personal, Social, Health and Emotional (PSHE) curriculum, our Rights Respecting Schools work and our Anti-Bullying policy: although in many respects it extends beyond these. This does mean that issues such as behaviour and consideration towards others are regularly discussed in class during the school year as a normal part of our curriculum.

4. The Class Charter

The school employs a consistent approach to the management of positive behaviour which is also age-specific to each class.

At the beginning of the year each class teacher leads a series of lessons with their class designed to identify a set of rights that children have within the school and their class and the corresponding behaviours (i.e. ideal behaviours) that would ensure a safe and positive learning environment. These are written with reference to the rights and responsibilities of the children and are given prominence within the class and referred to frequently. These are worded and displayed appropriately to the age of the children. (These are revisited and updated during the annual 'Anti-Bullying Week'.)

From then on, we expect children to behave in class and around the school in the ways that have been agreed.

Children who do not honour their responsibilities or respect others' rights are quietly but positively reminded of the importance of the Charter. In this way, children will not feel humiliated in front of others and mutual respect between the pupil and the teacher can be maintained.

5. In-class behaviour management

In Southill Primary School, we classify inappropriate behaviour as that which:

- affects their own or others' learning
- treats others without respect
- damages property
- does not conform to the Class Charter.

Inappropriate behaviour is a lack of consideration and respect for the rights of others and neglect for responsibilities. It also includes lack of respect for the school environment, aggression towards others, rudeness and the use of inappropriate language which may occur in the classroom or on the playground.

More generally, behaviour in class is managed by the colour-coded 'Football Pitch' so that progression is clearly understood and accepted:

- Children start every day in the green area
- Warnings are given and, if ignored, the child's name will be moved to the yellow area
- If the behaviour continues, despite the warning, the child's name is moved to the second yellow area. Children are always given two chances to allow them to as much opportunity as possible to begin making better choices.
- A second yellow card will result in 'time-out' in the area of the child's own classroom.
- Time-out in partner class
- Continued inappropriate behaviour, ie ignoring all warnings, will result in a move to the red area: we call this 'being given a red card' for which the consequence is a missed playtime. While we do not like to keep children inside at playtime, it is a very effective strategy as it reinforces their responsibilities towards themselves and others. Children are asked to reflect on their actions using a Reflection Sheet and these are recorded on our Behaviour Log. Parents are then provided with a copy of the Reflection Sheet so they can reinforce the messages about behaviour.
- If problems still continue, the child will be given time-out in a partner class

- Then sent with work to a senior teacher
- And finally, referred to Headteacher

In this way, behaviour management can escalate to stay appropriate to the difficulties arising in class or around school.

If there are incidents of this type of behaviour, the class teacher may decide to discuss issues with the whole class. This may be under the broad curriculum umbrellas of Personal Social and Health Education, or Rights Respecting Schools, or may be used by teachers as a response to a single, class issue. The teacher may also decide to use the class 'Football Pitch'.

Sometimes, teachers need to respond quickly to an incident (eg striking another child) and so will apply immediate consequences. This may mean giving a child a 'red card' and keeping them inside at breaktime to complete assigned work or to reflect upon their actions. A 'Reflection Sheet' will be used to encourage the children to consider how they could make better choices.

On occasion, there may be behavioural issue with groups of children within the same class. These matters will usually involve keeping children inside at breaktime to allow children to reflect on their actions. Teachers will work with the group to encourage more desirable behaviour and to teach strategies to deal with problems that children may be facing. Parents will be informed if this type of intervention is being employed.

We will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's child protection procedures.

7. Continued problems over time

These procedures have been designed to ensure clarity and consistency over expectations for behaviour and over the consequences applied following inappropriate behaviour. If problems continue over time, class teachers and/or the Headteacher will keep a record and the parents will be called into school to discuss how the child may best be helped to make better choices about their behaviour.

If the child's behaviour is still causing difficulties then a Behaviour Support Plan will be drawn up to outline the support school will offer the child, who will be given small targets to achieve during the day. Regular meetings with parents will form part of this Plan. All staff working with the pupil will be informed of this, including lunchtime supervisors. This will ensure a consistent approach throughout the school day. For pupils who are having these difficulties the school will provide targeted pastoral support (ELSA).

The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Psychologist or Local Authority Behaviour Support Service.

8. Fixed-term and permanent exclusions

If behaviour is sufficiently challenging, and the child has shown over a sustained period of time that he/she is not responding to the variety of support plans put in place, the headteacher may consider an exclusion. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is

also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, he will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If a child is proved to have made a malicious and unfounded accusation against a member of staff, appropriate sanctions will be applied, which may include a period of exclusion.

The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.

9. The role of parents

The school wishes to work collaboratively with parents, so children receive consistent messages about how to behave at school and, by working together, can encourage our children to develop into responsible and considerate adults.

We hope that parents support their child's learning, and are prepared to co-operate with the school, as set out in the Home School Agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as described within this policy, we trust that parents will support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, then the school governors should be contacted.

10. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

11. Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix

The legal framework for managing behaviour

The legislation that this policy relates to is the:

1. Education Act 1996
2. School Standards and Framework Act 1998
3. Education Act 2002
4. Education and Inspections Act 2006
5. **Education Act 2011**

Summary

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006):

- This power also applies to all paid staff with responsibility for pupils and their pastoral care
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Parental permission is not required if a child is kept in during break or lunch times
- Teachers can 'confiscate', retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Teachers also have the power to search for certain items without consent
- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.