

STRATFORD PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Date of Adoption and Approval by Governing Body	January 2018
Date of Next Review	January 2019
Responsibility	Miss O'Connell
Date	January 2018

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1. Policy Statement:

This policy sets out the high expectations of behaviour at Stratford-upon-Avon Primary School. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school's Anti-bullying policy.

2. Introduction:

As a caring community, our vision and value is '*to create a happy place, where children and adults learn and flourish in a creative, rewarding atmosphere to ensure excellence*'. We focus on positive rewards, praising good behaviour and promoting mutual respect across the school through the following ways:

- Our one school rule of RESPECT.
- A carefully planned curriculum.
- Effective classroom management.
- Adult role-modelling.
- Playtime and lunchtime provision.
- Personalised programmes/support from outside agencies.
- Lots of rewards and celebrations for great work and behaviour.

3. Aims:

- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own and others behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.
- To develop each child's self-esteem.

- To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.
- To develop a sense of social responsibility within the class, the school, the wider community and the environment.

4. Roles and Responsibilities:

4.1 Staff Responsibilities:

All staff and volunteers are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

- To role model good behaviour and positive relationships.
- To create a positive climate with high expectations.
- To provide a safe, caring environment.
- To emphasise the importance of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.
- To show appreciation of the efforts and contributions of everyone.
- To cater for children's individual learning styles.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way.

4.2 Children's Responsibilities:

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all children and adults in our school community.

- To follow the one school rule of RESPECT.
- To work to the best of their abilities and allow others to do the same.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

The school council and house captains will play an important role in communicating and reviewing aspects of the positive behaviour policy.

4.3 Parents' & Carers Responsibilities:

Parents/carers have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as the result of challenging behaviour, then the parents/carers will be contacted and should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher or Head Teacher.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school will be reported immediately to the Head Teacher and/or Governors who will take appropriate action in line with trust policy.

5. Classroom management:

Positive relationships, good classroom organisation and effective teaching methods are the key to good behaviour. The provision of a high quality curriculum through interesting and challenging activities also strongly influences good behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Practical strategies to support and reinforce outstanding behaviour:

- From the start of the year, develop clear and positive classroom expectations (4 or 5 only) with the children, which should be displayed. These are then signed by the children, teachers and teaching assistants.
- Refer regularly to these rules in order to reinforce them and to correct inappropriate behaviour.
- Promote an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all.
- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. Make a positive effort to find something to reinforce, this will develop the child's repertoire of acceptable behaviour.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Don't talk in the line" try saying "look how well ... and ... are lining up quietly"*.

Principles to apply when managing children's behaviour:

- Keep calm and positive.
- Keep your voice low as much as possible, we are a no shouting school.
- Serious or unresolved concerns should be discussed with the Head/SLT.
- Keep dated notes where there are on-going concerns.
- Involve parents at an early stage, informally.
- Blame the act, not the child, i.e. *"You are ok, but what you have done is not"*
- Be positive in the way you deal with the child.
- No adult in school should ignore challenging behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Be consistent whilst taking into account each child's individual needs.

6. Our approach to positive behaviour:

Our approach as a school is to be consistent in our deliverance of positive rewards and praise. We do this in the following ways:

Stars – Star chart and star certificate

Children are awarded stars for their attitude to learning and achievements. Children collect their stars in their 'Star Card'. Each card holds a hundred stars. When the cards are completed they bring them to the Head Teacher and an invitation is sent to their parents to attend our next 'Celebration Assembly' where they will be presented with their 'Star Certificate'.

House points

Children are awarded house points for excellent behaviour, being considerate and being helpful. Each week all the house points in the school are collected and added together. The total is presented during our 'Celebration Assembly' where the house with the highest total wins the house cup and have their house colours on the trophy. Results are also included in the weekly newsletter.

Postcard Home – Star of the week

At the end of the week, each class teacher will nominate a pupil to receive a 'Postcard Home' with their name and the reason why they are star of the week. The child's name will be displayed in the class and will be shared with the rest of the school in our 'Celebration Assembly'.

Weekly Achievement certificate

At the end of the week, each class teacher will nominate a pupil to receive an 'Achievement Certificate'. Their parents will receive an invitation to attend that week's 'Celebration Assembly' where the pupil will be presented with their certificate. Children's names are also published in the weekly newsletter.

Respect Certificate

Each week the four House Captains keep an eye out for children who are being 'Respectful' (our one word school rule) to others in school. They each present their 'Respect Certificate' during the celebration assembly and state why they have chosen a particular pupil. Parents are also invited to join the celebration assembly and the children's names are printed in the weekly newsletter.

Attendance award

During the Celebration Assembly, the weekly attendance for each class is announced. The class with the highest attendance that week gets to look after 'Desmond' the Head Teacher's dragon.

7. Our approach to negative behaviour

Despite positive rewards and praise as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if challenging behaviour escalates.

Children manage their own and others behaviour by using 'Stop it please'. If someone says or does something they don't like say'Stop it please'..... If the behaviour continues children must speak to an adult who will deal with the problem straight away.

When approaching negative behaviour, a variety of low level intervention strategies are used initially, such as nonverbal signals, reminders and close adult proximity to re-direct and encouraging children to stay on track. If the challenging behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour. **We do not shout at children in our school.**

Within the classroom, the following consequences will be used for increasingly challenging or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/or being sent to the Head teacher or SLT. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Consequences:

Stage 1: Verbal reminder of the expected behaviour/school rule and formal warning is "That's your warning".

Choice presented to the child – You can choose to or you can choose to....

If you choose to..... then there will be a further consequence

Stage 2: Verbal reminder of the expected behaviour/school rule. – miss a break time to make up for the learning time missed.

Choice presented to child – You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Stage 3: Time out outside the classroom in another class. Miss a dinnertime play to make up for the learning time missed.

Choice presented to the child - You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call.

The class teacher will keep a weekly record on the class 'Termly behaviour return and snap shot' form. (See Appendix 1)

Stage 4: If challenging/disruptive behaviour continues then the child is sent to a senior teacher or Head Teacher if more serious.

Time out – working away from the class for rest of the morning/afternoon may be chosen.

Meeting with parents arranged and recorded.

Possible use of a 'Behaviour Record' or 'Achievement Record' to timetable and monitor behaviour or achievement in class and during break and dinner time.

Extremely challenging behaviour will be reported to the Head Teacher or SLT immediately. A letter will be sent home or a phone call made to the parents the same day.

For continual challenging behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

It is expected that all staff follow the above policy and keep a copy of the rewards and consequences outline visible in their classroom (See Appendix 2).

8. Behaviour at playtimes:

At play times and lunchtimes we maintain our positive and non-shouting approach. We aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment box for each key stage and structured games which are lead each lunchtime by midday supervisors and Year 6 play leaders.

If problems between children arise then the children will use the 'Stop it please' system.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise, passing the good news onto the class teacher and by awarding house points.

Consequences:

Stage 1: Verbal reminder of the expected behaviour/school rule. 'That's your warning'.

Choice presented to the child - You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Stage 2: Timeout for 5 minutes – child to stand next to and follow adult. Incident recorded in the play time behaviour book.

Choice presented to the child - You can choose to or you can choose to....

If you choose to..... then there will be a further consequence.

Stage 3: Timeout outside the staff room door for the remainder of play or lunchtime. Incident recorded in the play time behaviour book. Member of the SLT and class teacher to be informed of the incident.

If stage 3 is reached more than once then parents to be informed.

In the event of extremely challenging behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

9. Inclusion:

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

10. Fixed term and Permanent exclusions:

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a child, they must inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of an exclusion. The Head Teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is to set out in strict guidelines whenever a child is excluded from school.

11. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded on the 'Termly Behaviour Return and Snap Shot' form (See Appendix 1). Progress towards individual targets will be recorded on individual behaviour/education plans. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

Appendix 1: Termly Behaviour Return and Snap Shot

School:	
Term:	Week:
Teacher:	Class: (including year group)

Minor misbehaviour (tally)		
Moment in time analysis WEEK:	Tally of children given a 'teacher sanction' (beyond a 'behaviour reminder') e.g. kept in break/lunchtime:	
	Yellow Card:	
	Escalated (tally)	
	Sent to senior member of staff:	
	Parent contacted:	
	Red Card: (Break lost)	
	Other:	
Progress Records (Term)		
Name of child	On Record (Date)	Off Record (Date)
Bullying Concerns (Term)		
Name of child reporting	Teacher Judgement Bullying Yes/No	Escalated to Head of School?
Racism Concerns		
Name of child reporting	Teacher Judgement Racism Yes/No	Escalated to Head of School?

Appendix 2

Rewards:

STARS (Star certificate) – All adults – every day

HOUSE POINTS – All adults – every day

WEEKLY ACHIEVEMENT CERTIFICATE – Class teacher – weekly

POSTCARD HOME – Class teacher – weekly

RESPECT CERTIFICATE – House Captains – weekly

ATTENDANCE AWARD – Head Teacher/SLT – weekly

Consequences:

Stage 1: Verbal reminder of the expected behaviour/school rule and formal warning is “That’s your warning”.

Choice presented to the child – You can choose to or you can choose to....

If you choose to..... then there will be a further consequence

Stage 2: Verbal reminder of the expected behaviour/school rule. – miss a break time to make up for the learning time missed. Present choices to child.

Stage 3: Time out outside the classroom in another class. Miss a dinnertime play to make up for the learning time missed. Present choices to child

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call.

Stage 4: If challenging/disruptive behaviour continues then the child is sent to a senior teacher or Head Teacher if more serious. Child will have a time out and parents to be contacted.