

# STANTON HARCOURT CHURCH OF ENGLAND PRIMARY SCHOOL

## POSITIVE BEHAVIOUR POLICY

CARE    RESPECT    EQUALITY    ACHIEVEMENT    TRUST    EXCELLENCE

**'We are a small school with a big heart'**



### AIMS

To provide a personalised education that brings out the best in every child building on their strengths, enabling them to develop a love of learning and helping them to become motivated and successful.

To work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they can grow into confident people valued for the contribution they make.

To support the ethos of the school and ensure that everyone works to an agreed set of values and principles.

That the beliefs and attitudes of everyone support the learning environment and ensure that everyone is treated with respect.

To develop a partnership between school, home and the wider community in order that we make a joint contribution to the lives of the children, their families and their community both inside and outside of school.

To work closely with outside agencies to ensure children with special educational needs, and their families, are given the appropriate support. To observe the school's legal duties under all government legislation, including the Equality Act 2010.

To enable children to recognise and stand up for their rights and the rights of others understanding and valuing the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

## **PRINCIPLES**

At Stanton Harcourt Church of England Primary School we focus on the behaviour and not the child.

The staff model good behaviour and build positive relationships throughout the school.

All staff have high expectations of behaviour within and outside the classroom and communicate these effectively.

We provide a positive learning environment with clear guidelines for behaviour, including consequences and rewards.

We use the language of choice.

Achieving these aims and principles and creating a friendly and positive environment where children can learn happily and effectively, means the right conditions need to be created and positive behaviour modelled. Through a 'Code of Conduct' created by the staff and pupils, the children understand the school's high expectations in all areas of school life.

## **CODE OF CONDUCT (golden rules) based on the 'Classroom Game'**

We will use the correct voice

We will work quietly

We will be polite to others

We will get out of our seats with permission

We will follow directions

## **STRATEGIES LEADING TO POSITIVE BEHAVIOUR**

Remember it is the behaviour that is being dealt with – not the child.

Children are encouraged to view their behaviour as a choice. Adults are asked to use the language of choice i.e. "you can either continue to.....or you can choose to.....if you do continue to.....then I will have to ask you to.....if you stop, then you can....."

Names of children who have been given a choice, are recorded in the classroom behaviour book.

All reflection sheets need to be agreed by the adult involved with the incident (see appendix 1)

Individual Behaviour Plans will outline behaviour management strategies, where required.

'Green' incidents will be handled through the school's reward system.

'Amber' incidents may be dealt with by the class teacher or the member of staff present when the situation arose.

'Red' incidents should always be referred to the head teacher who will deal with the matter in collaboration with the class teacher.

<b>Behaviour choices – relate to lesson time, before and after school times and breaks.</b>	<b>Consequence</b>
<p><b>GREEN</b>            Positive behaviour expected at all times and adherence to school and class Codes of Conduct.            Displaying good manners, tidiness and eating habits at lunchtime.            Exemplary behaviour – supportive and caring, consistently supports school ethos.</p>	<p>Classroom reward system.            Children awarded a 'gotcha'            Whole school award system – coloured counters relating to houses awarded to individuals/groups.</p>
<p><b>AMBER</b>            Calling out – if this stops/slows the pace of the lesson.            Fidgeting/humming/pulling faces            Moving out of seat within class without permission            Talking when supposed to be quiet            Not engaging fully with work expectations            Answering back            Persistently lying            Spitting</p>	<p>Reflection time with teaching assistant            Missed play or after school club            Missed work sent home</p>
<p><b>RED</b>            If children are consistently in the Amber Zone then they move to red.            Taking other children's school property            Swearing            Violence towards staff/pupils            Leaving class/collective worship without permission            Destruction of equipment            Bullying – physical/verbal/cyber            Racial teasing – sexist/racial/comments/abuse</p>	<p>Use of high supervision area manned by timetabled teaching assistant.            Discussion with senior staff.            Letter home to parents/carer.            Parents into school.            Internal exclusion.            Reduced timetable.            External exclusion with a return interview.            Permanent exclusion.</p>

Positive handling may only be adopted by trained staff, as per the school's policy.

IBP's – all staff to be aware of current children. Staff meeting agenda item each week.

### **WHOLE SCHOOL AND CLASS REWARDS**

Individual class agree on their rewards. All adults are trained to use descriptive praise and positive attitudes. Stickers, stamps and other systems may also be used for general instant rewards. Notes about positive behaviour can be sent home. Golden time can be used as part of a whole class reward system and is a type of choosing time for children across the whole school. A whole school

reward system will ensure that children have both a sense of community and can contribute to a group ethos.

The school has the power to address any unacceptable behaviour from children of this school outside the school premises who are wearing the school uniform. When an incident is reported to the school it will be investigated and appropriate action taken.

The school has the power to confiscate pupils' property when it:

- Causes disruption in lessons;
- Poses a threat to others;
- Poses a threat to positive learning;
- Poses a health and safety threat;
- Counters the ethos of the school e.g. material which might cause tension between one community and another;
- Is against the school uniform rules;
- Is illegal for a child to have e.g. racist material.

The property will be recorded, labelled and placed in the school safe until the end of the school day.

### **Whole School Strategies for dealing with more persistent unacceptable behaviour**

Parents may be contacted at any time to discuss their child's behaviour. The head teacher or senior members of staff can be involved at any stage. This may result in a child coming out of class to a confidential area to discuss the issue.

There may be a small minority of children with persistent and severe behaviour difficulties as a result of social, emotional, psychological or neurological problems. Their difficulty in achieving positive behaviour may be more pronounced than for the average child. The behaviour of the child is:

- Usually present early in the child's development;
- Is regardless of which teacher s/he has encountered;
- Extreme.

It may be necessary to involve outside agencies in some cases. The school will be as supportive as possible to individual pupils but the safety and well being of the class as a whole will remain paramount. Where there is sufficient evidence that a pupil has committed a serious breach of the school's Positive Behaviour Policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, then the pupil may be excluded from school for a fixed period or permanently. Oxfordshire and Government guidelines would then be followed. An Individual Behaviour Plan would be put in place for the child by the Senco, class teacher, parents and pupil.

### **Whole School Strategies for addressing unacceptable behaviour at break times**

When a child is found to be involved in inappropriate behaviour by a member of the lunchtime staff he/she will be sent to the teacher on duty or a senior member of staff who will determine the circumstances of the incident. The incident will be recorded in the Lunchtime Behaviour Book by the member of staff who deals with it. Should the child have their name recorded in the book on TWO occasions within a 7 day period a letter will be sent to the child's parents from the head teacher.

The adult on duty at break times will address any child's behaviour that is brought to their attention appropriately.

### **School trips/visits out of school**

All documentation and guidelines for 'out of school activities' should be adhered to. Refer to the Educational Visits Co-ordinator for guidance.

### Clubs

Before and after school clubs: a member of staff will be available for support in relation to any behaviour issues.

### **MONITORING**

This policy will be reviewed annually.

Signed:

A handwritten signature in black ink, appearing to be 'R. V.', written over a horizontal line.

Dated: 07/07/2016

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. This includes our Home School Agreement and policies for: Equality, Special Educational Needs, Safeguarding policies including Prevent Duty and the Use of Reasonable Force policy.



## THINKING ABOUT MY BEHAVIOUR

Name:

Date:

Write or draw a picture to show what happened .....

Write or draw a picture to show how you will put it right.....



## **THINKING ABOUT MY BEHAVIOUR**

**Name:**

**Date:**

**The behaviour that got me into trouble was.....**

**It was unacceptable because.....**

**The rule that I broke was.....**

**The people affected by my behaviour were.....**

**To put it right I am going to.....**

**To avoid this in future I will .....**