



Stanton Harcourt
CE Primary School

Positive Behaviour Policy

This policy was agreed by the governing body on:

Date

To be reviewed.....

Chair of Governing Body.....

Headteacher.....

Stanton Harcourt Church of England School Positive Behaviour Policy:

1.1 Eynsham Partnership Academy Values

Stanton Harcourt C of E School (SHS) is a member of the EPA (Eynsham Partnership Academy (EPA) a Multi-Academy Trust (MAT). It is the belief of the EPA that all young people can succeed if they have access to exceptional education in an empathetic, supportive education environment.

1.2 Stanton Harcourt C of E School Vision

This policy is underpinned by the school vision:

Our inclusive church school aims to fulfil the potential of all;

Living, Learning and Growing Together.

We aspire to be excellent learners and leaders, empowered through our partnerships with all. Together we are parts of a body and each person's gifts, skills and qualities are cherished, enabling the whole body to flourish.

As St Paul the apostle advises in Romans 12:4 'Each one of us has a body, and that body has many parts...In Christ we are all one body and we are all a part of it. Each part belongs to all the other parts. We all have different gifts.'

Partnerships and community are at the heart of our school. We created our vision to reflect that we are a small, rural school – living, learning and growing together.

Children are encouraged to be reflective about their behaviour. Through the school's vision, children will be able to recognise their worth as an individual and as part of a wider community. They will be able to see how their behaviour impacts others and how forgiveness is a key element in resolving conflicts.

2.0 Principles

Our principles are the propositions that serve as the foundation for developing positive attitudes to learning and effective behaviour for learning at SHS.

- A. *Consistent, calm adult behaviour* - behaviour is driven by experience, so adults will model in all aspects of their work in a calm and consistent conduct.
- B. *First attention to best conduct*- praise and recognition will be individual and personalised, these moments will reinforce our values and develop our school culture.
- C. *Explicit Routines* - adults will systematically teach essential routines that children need to learn so that they become habitual and establish the Stanton Standards.
- D. *Scripting interventions* - we will have a clear set of rules and when conduct falls short of our high expectations we will intervene with known and rehearsed communication to get back on track.
- E. *Restorative follow up* - post intervention we will restore relationships through conversation and re- establish expectations to maintain rapport. This conversation will link to our Zones of Regulation.
- F. There will also an opportunity for children to reflect on their behaviour through the use of the phrase "I wonder what would have happened if...." This is to allow for opportunities for spirituality.

3.0 Rules

We have 4 school rules that permeate aspects of school life and are applicable to all children. These are-

To be:

1. **Work Hard**
2. **Stay Safe**
3. **Be Kind**
4. **Show Respect**

This is our school wide mantra and all adults will use this language as part of their work. When children follow the rules they display behaviour that embraces our school values this will be recognised either publicly and/or in private. When children break the rules the behaviour undermines our value and staff will address this in conversation with scripted intervention.

4.0 Praise, Reward, Recognition

In building the culture of the school we will give first attention to the best conduct. This affirms the meeting of expectation and builds a positive atmosphere. Adults will be explicit and expectant in the behaviour for learning that is needed at school. Children will be rewarded/praised for consistently good behaviour and we will use praise in line with our rules and or expectations. When behaviour is sustainably above and beyond this will be met with individual, personalised recognition and reward

Rewards can include:

- Sending home good news postcards (Sent home by class teacher)
- Headteacher Award Certificates (Presented weekly in celebration assembly)
- Writing and Maths certificates (Presented weekly in celebration assembly)
- House points awarded for individual effort through Class Dojo

House point system:

House points will be collected using Class Dojo and tallied up each week.

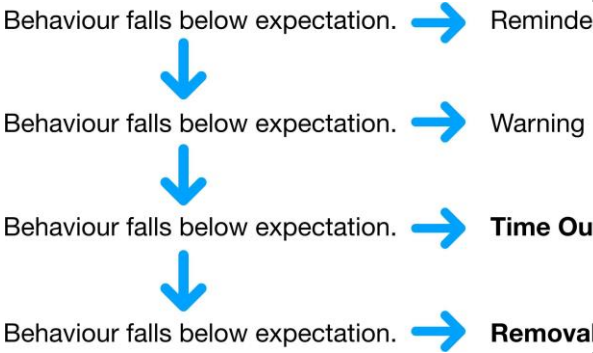
Each half term the house with the winning total of house points will have a reward as a team. This may include additional downtime, time in forest school or visits to the park.

5.1 Managing Behaviour

When behaviour falls below expectations we use a systematised approach to intervene and encourage positive behaviour. In all situations the adult takes responsibility for the situation and resolution.

5.2 Managing behaviour with inclusion

Firstly, a child will be reminded of the expectations. A warning will then be given. A child will then have time out. The last resort is to remove the child from the situation to another place with work. On the very rare occasion that a child's behaviour is a significant breach of the school's policy then a member of the senior leadership team will take responsibility for the situation.

 <p>Behaviour falls below expectation. → Remind</p> <p>↓</p> <p>Behaviour falls below expectation. → Warning</p> <p>↓</p> <p>Behaviour falls below expectation. → Time Out</p> <p>↓</p> <p>Behaviour falls below expectation. → Removal</p>	<p>Time Out</p> <p>The child will have a short period of time away from the situation. This time is for reflection, cooling off and preparing to come back. This may happen within the classroom in a designated space or in another classroom if necessary for practical reasons. The time out is the consequence. Although any lost learning time can be made up at the teacher's discretion. The adult will lead a conversation, which will follow the behaviour script (See Appendix 1). This is a restorative discussion linking to our Zones of Regulation and re-establishing expectations.</p> <p>Removal</p> <p>The child will be removed to an alternative learning space, if necessary with the assistance of the senior leadership team. The removal is the consequence and the adult will take responsibility for the restorative conversation when the child returns, normally this would take place in social time. The adult will inform parents of the situation and resolution. A behaviour incident form will be completed. (Appendix 2)</p>
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5.3 Managing behaviour with exclusion

A significant breach or persistent breaches of the school's behaviour policy is when the education and/or well-being of a child or others would be harmed by allowing the child to remain in the school. For a significant breach or persistent breaches the Head teacher will consider a fixed period of exclusion. EPA guidelines for exclusion will be followed. Usually following a fixed term exclusion, a Pastoral Support Plan would be drawn up. Outside agencies are normally involved. The Headteacher refers behaviour to the Governing Body for the consideration of permanent

exclusion or transfer to an alternative school.

6.0 The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. All non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to school, should be brought to the attention of the school leaders. The school may discipline a child when taking part in any school-organized or related activity, travelling to and from school, whilst wearing school uniform or identifiable as a pupil of the school. This also includes behaviour that could have repercussions for the orderly running of the school and posing a threat to another child or a member of the public.

7.0 Screening and searching

Legal provisions enable school staff to confiscate pupil's property. In the event of any property being confiscated, the school will contact the parents and invite them into school to reclaim the item(s). Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. A member of the leadership team will always be present during the search. Parents will be informed if their child has been searched. The school will make a decision as to whether to contact the police.

8.0 The use of reasonable force

As a school we use de-escalation strategies to prevent the escalation of situations where people or property can be at risk. In schools it is not illegal to touch children and staff may use reasonable force in situations to: remove disruptive pupils from the classroom where they have refused to follow an instruction to do so, prevent a pupil behaving in a way that is unsafe on a school event, school trip or visit, prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.

9.0 Staff accused of misconduct

The Headteacher, in consultation with the Chair of Governors, will contact the Safeguarding Team and draw on the DfE guidance 'Dealing with allegations of abuse against staff' in cases of allegations that a member of staff (including volunteers): Has behaved in a way that has harmed a child, may have harmed a child, has possibly committed a criminal offence against or related to a child, has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

10.0 References

This policy has been drawn up in accordance with the Equality Act 2010. Please see the school's Anti-Bullying Policy for information relating to the school's policy and procedures relating to this area.

Appendix 1

Behaviour Script

- 1) I notice..... (describe the behaviour)

- 2) That shows me(link to the 4 school rules and/or vision)

- 3) Remember when.....(Highlight recent positive example)

- 4) That's the (name of the child) I want to see.....

Appendix 2

Behaviour Incident Record (non-prejudiced)

Name of Child.....Year grp.....Class.....

Date of Record	Recorded by:
Date of Incident	
Time of Incident:	Location of Incident
Names and Classes of children involved:	
Type of Incident: <ul style="list-style-type: none"> ◇ Fighting ◇ Violent behaviour ◇ Damaging property ◇ Bullying 	<ul style="list-style-type: none"> ◇ Swearing ◇ Verbal Abuse ◇ Classroom disruption ◇ Disobedience ◇ Rudeness/rudeness to adults ◇ Other
Brief description of Incident:	
Action Taken <ul style="list-style-type: none"> ◇ Children concerned interviewed ◇ Class Teacher informed ◇ SLT informed ◇ Parent/Carer informed verbally ◇ Letter to Parent/Carer ◇ Meeting with Parent/Carer ◇ Exclusion 	
Consequences/Further action	

Signed: Headteacher / Head of School / Assistant Head.....

Date.....

Appendix 3

Restorative Script - using Zones of Regulation

It's important children are asked to reflect on their behaviour. This helps them determine how they can make a different choice in the future that prevents the behaviour from happening again:

- 1) I can see you are (describe zone, behaviour or feelings)

- 2) This shows me..... (link which of the the 4 rules/vision is not being demonstrated)

- 3) Let's think of..... (discuss a zones strategy to use together)
....so that you can get back to the green zone and make the right choices

- 4) Next time you feel (list zone) remember to use this strategy.....