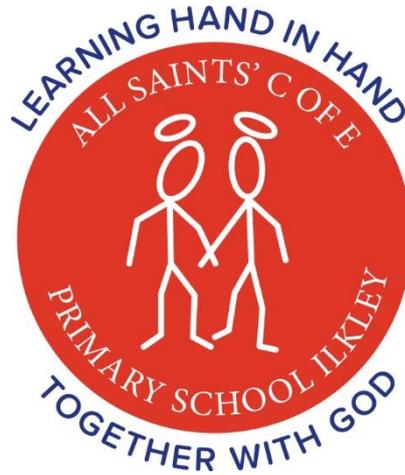


All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Positive Behaviour Policy

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Review date: November 2021



Positive Behaviour Policy

Introduction

At All Saints' CE Primary School, we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. We praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships by;

- Ensuring a safe, caring and happy school;
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence;
- Preventing bullying.

The Governing Body has a duty under Section 89 of the Education and Inspections Act 2006 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy sits alongside our 'Single Equalities and Teaching and Learning Policies'.

All Saints' CE Primary School expects every member of the school community to behave in a considerate and fair way towards others in accordance with our school values. To encourage good behaviour and antidiscrimination we have decided to implement the following procedures, rewards and sanctions, which have been agreed by the Governors.

- The school will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are victims;
- The children must know that they can approach any member of staff;
- That the school will not tolerate bullying or discrimination.

Rationale:

Helping pupils to control their behaviour is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

This policy is based on the following beliefs:

- Develop the whole child enabling them to take responsibility for their own behaviour;
- Provide a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, which will enable them to make the right choices;
- Children need to know when they have been successful;
- Improved self-esteem leads to improved behaviour;
- Praise and positive reinforcement is more effective than consequences;



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- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times;
- Children will have equal access and opportunity to the curriculum;
- Effective links and co-operation between home and school are essential to success;
- Schools can and do make a difference to the personal development of the child;
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

Values we promote

- Taking responsibility for your own behaviour;
- The ability to make choices about our behaviours;
- Being honest and telling the truth;
- Having mutual respect and being polite to one another;
- Caring for others;
- Caring for the environment and the school building;
- Trying to do our best;
- Valuing other people's efforts;
- Accepting and recognising individual differences.

The school's Christian values refer to the learning behaviours we expect at All Saints':

- Hopeful school through honesty, forgiveness and trust
- Achieving school through resilience, respect and ambition
- Nurturing school through care, compassion and friendship
- Developing school through wisdom, faith and fun
- Sharing school through kindness, celebration and love

Positive Behaviour

Positive behaviour strategies are very effective and there are a number of successful characteristics that underpin and support the approach we employ at All Saints' CE Primary school.

For example:

- Be clear and specific about the behaviour wanted.
- Notice and affirm good behaviour when it occurs, informally and formally.
- Establish predictable and fair consequences for inappropriate behaviour.
- Support pupils who have difficulty in experiencing success.
- Ensure that all aspects of school organisation are consistent with the policy.

This positive behaviour policy does not require everybody to adopt exactly the same strategies, providing that those used by each member of staff support an appropriate level of consensus and consistency. Various strategies will be used to recognise, reinforce and support positive behaviour, constituting our 'reward systems'. Before adopting a strategy, staff must ensure that it conforms to the following principles:

- Ensure that all rewards and sanctions are consistent and fair;
- It is not too intrusive and does not disrupt day-to-day classroom activities;



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- It is not unnecessarily complicated;
- It rewards positive behaviour;
- Most rewards are not tangible, but are to do with affirming responses;
- Rewards are only effective if the majority of pupils are getting them.

Inconsistent and negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour. Therefore, it is important to implement a whole school approach, based on an agreed policy and strategies that can be consistently applied.

Rights and responsibilities

Every member of our school community has a number of key rights and each right has a commensurate responsibility.

Rights	Responsibilities
To be safe and secure	Not to threaten the safety and security of others.
To be cared for	To care for others
To be respected	To respect others
To be treated with courtesy, by adults and children	To be courteous to adults and other children
To be heard	To listen to others
To be valued for what they can offer	To value the contribution of others
To receive praise, for every effort and success, so that they feel good about themselves.	To praise the efforts and successes of others
To be in an environment where learning can take place	To avoid behaviour that will disrupt the learning environment for others
To be in a clean environment	To keep the school tidy
To be in an interesting and stimulating environment that is properly equipped	To help create and sustain an interesting and stimulating environment, and to look after the school and its equipment properly
To know what reasonable and consistent expectations are made of them by adults.	To work hard to meet these reasonable and consistent expectations
To be dealt with fairly and consistently, by adults and pupils	To deal fairly and consistently with others
To have their own opinions and beliefs	To accept the different opinions and beliefs of others
To develop independence and self-discipline	To exercise independence and self-discipline
To be respected	To respect others

Rewards

Children who use appropriate behaviours must be encouraged and rewarded. Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day. Rewards may involve:

- Verbal praise and smiling at children;



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- House points (Weekly trophy will be given to the winning house. There will then be special event for the Winning House at the end of each term). House points can be awarded to reward or encourage good behaviour and work and linked to the school values;
- Verbal praise to parents/carers about their children;
- Sticker, smiley face or appropriate comment on child's work;
- Highlighting a child's work in the classroom;
- A reward in the classroom such as being able to choose the story or read first etc;
- Special responsibility jobs;
- Certificates;
- Headteacher award for behaviour/work linked to the school values presented in celebration Collective Worship and posted on the website;
- Sending good work to other staff members or to the Headteacher for reward or praise;
- Lunchtime supervisors in the dining room also give out stickers to children they spot being good role models;
- Attendance Awards are given for full attendance across the year.

Celebration Collective Worship

An important positive feature of this policy is the Weekly Celebration Collective Worship held on Friday mornings. Here, the school comes together to celebrate the children's achievements. As part of the Collective Worship, 'Headteacher Award' certificates are presented to children who have demonstrated commitment and sustained effort during the week and efforts are linked to the school values.

Early Years Foundation Stage (EYFS)

In early years the focus is on reinforcing and rewarding positive behaviour and learning. Younger children respond well to immediate verbal praise and the reward of a sticker. In addition to this, 'fantastic learning sheets' are used to reiterate how proud staff are of positive learning and behaviour. A verbal warning is given if a child's behaviour is unacceptable and 'thinking time out' if the negative behaviour continues. Individual behaviour charts are used for 'specific' behaviours.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management;
- Appropriate curriculum match to ensure pupils are engaged, motivated and challenged in lessons at the appropriate level;
- Establishment of effective relationships;
- Teaching of co-operative strategies.

Behaviour Logs

All staff keep a record of any behaviour incidents in a behaviour log on the Child Protection Online Monitoring System (CPOMS). On the log behaviour will be recorded along with the date and any action taken. The class teacher and Senior Leadership Team (SLT) monitor the behaviour regularly, they analyse them and look for patterns. They will look at what actions have been done as a result of this behaviour, e.g. did the child miss playtime, who spoke to them etc. If a child is repeatedly being logged onto CPOMS for negative behaviour the child's parents will be informed and asked to come into school to discuss the way forward.



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Esafety

School also records any incidents that maybe to do with cyber bullying or Esafety. The children in school understand their acceptable use policy (AUP) and know that if they break one of these safeguarding rules then sanctions will be applied in line with our policy.

Procedures and Sanctions

These sanctions are given to a child or a class when children do not follow the rules, including Esafety and our AUP. Sanctions need to be consistent and sure to happen in order to be effective and always endeavour to be fair and honest. Never give a consequence without following it up.

Sanctions

As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff in our mutual desire to create a just, safe and happy learning environment. When dealing with inappropriate behaviour, staff should follow these three over-riding rules:

- Be calm – children should be spoken to calmly and firmly referring to what sanction may be needed and why the action is being taken;
- Logical consequences - These generally have two steps. The first step is to stop the misbehaviour. The second step is to provide an action that reminds children of the rules, reinstates the limits, and teaches alternative behaviours;
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If a child breaks a rule or shows signs of negative behaviours:

- Non-verbal signal / warning
- Verbal warning, the child will be given at least one warning about their inappropriate behaviour or actions
- Time out in a specified area of the classroom
- Time out in another class
- Referred on to see Headteacher/Deputy to discuss behaviour
- Missed minutes of playtime – age appropriate
- Some pupils will follow the Zones of Regulation to support behaviour choices

The Headteacher has the discretion to take any other appropriate action deemed necessary.

Lunchtime Supervisors will follow the same procedure outlined as above. Lunchtime supervisors will pass on information to the class teacher immediately after the lunch break.

Internal exclusion can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the class teacher/headteacher whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day.



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Longer term internal exclusion will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect and improve their behaviours. The Headteacher will ensure where and when this will take place and for how long. Work or provision for the pupil will be organised in advance.

Exclusion for serious incidents - for behaviours where there may have been or is likely to be significant harm or risk to pupils or staff. The school reserves the right to fixed term exclude any pupil without using the above consequence process. In such cases, the Governing Body of the school will follow the Local Authority's guidelines.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant the SENDCo would be asked to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan following the Zones of Regulation. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND Policy).

Safer Handling (see policy)

At times, for various reasons, events could occur when it is necessary for staff to intervene to diffuse potentially serious incidents. This could include the need for the Physical Restraint of children by members of staff for their own safety or the safety of others. At all times this will be the last resort and the minimum amount of restraint will be employed to diffuse the situation and the objective will be to calm any tensions which may arise and restore good order to the school. All such incidents will be reported to the Headteacher and logged on CPOMS and parents informed.

Pupils' Conduct Outside the School Gates – Teachers' Powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 15 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply;
- could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

School responsibilities:

It is important that children are consistently taught a range of school routines that enshrine these rules.

- Good attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. Break and lunchtime. Knowing to look out for staff and Play Leaders if they don't have anyone to play with at break times.



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Parent responsibilities

- Know the rules.
- Support the child in following the rules.
- Support the school in implementing the school rules.
- Discuss any concerns with teachers and staff. Let us know if you have a problem.

Children's responsibilities

- Know the rules.
- Follow the school rules.
- Accept the consequences of their actions.