



POSITIVE BEHAVIOUR POLICY

Rationale

Behaviour management is the way in which we seek to moderate and improve the behaviour of our pupils. It includes the positive approach of praise, encouragement and incentives supported when necessary by the negative aspects of criticism and sanction.

Behaviour management is about promoting self-discipline, defined as 'the ability to put common good before selfish desire'. It is therefore about our whole school and each child's need for security and personal development.

The policy must include statements about sanctions including pupil suspension, but our aim is that with the right positive approach to behaviour problems, and a positive supportive ethos in the school, the more extreme sanctions will not be necessary.

Good behaviour is conduct which assists our school to fulfil its function in developing the potential of all our children, enabling them to have a valuable day every day. Unacceptable behaviour is, therefore, conduct which disrupts the development, either of the individuals themselves or of others affected by their actions.

Aims

A whole school approach to behaviour management is necessary to support the following aims of our school:

- that all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos;
- that those who work in or visit our school will:
 - a) value and appreciate one another and themselves irrespective of gender, disability, age, race or creed, and acknowledge that everyone has a part to play within our school community;
 - b) listen with respect to one another and be conscious never to damage another's self-esteem;
 - c) develop self-discipline, and the ability to learn independently and work co-operatively.
 - d) be helped to feel good about themselves.
- to foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.

Objectives

- To encourage all children to behave in a responsible manner, showing consideration and respect for people and property at all times.
- To emphasise the child's achievement and potential, not to focus on failures. Criticism should, wherever possible, include some positive comments.
- To discourage unacceptable behaviour which includes:
 - behaviour that would harm themselves or others,
 - behaviour which hinders their own or others' development,
 - disrupting other children,
 - aggression,
 - defiance of adults,

- destructiveness,
- obscene language.

Each class will have its own rules decided by the children and teacher in consultation, and reviewed at intervals during the year. Emphasis will be placed on choice. Adherence to rules will bring reward, not following the rules will result in sanctions.

Rules for behaviour at lunchtime have been decided by the staff and children, and will follow the same principles.

Rewarding good behaviour is done in many ways, including:

- a quiet word of praise,
- comment in work book,
- stars, stickers, 'smiley faces',
- greater responsibility/privileges,
- comment to parents,
- class awards,
- a visit to another member of staff
- a visit to the headteacher
- public praise in class or assembly, special achievement award for regular good work or behaviour.

Sanctions need to be seen to be applied fairly. All staff should avoid threats or statements that leave them or the head teacher no room for manoeuvre. Possible sanctions include:

- immediate checking of misbehaviour – a look or a quiet word,
- discussion with child,
- referral to another member of staff,
- repeating unsatisfactory work,
- loss of privileges e.g. missing playtime, choosing time,
- referral to the head teacher,
- parental consultation,
- short term withdrawal from class or isolation within the class,
- short/long term exclusion.

It is essential that the child understands fully that it is his/her behaviour that is unacceptable and that he/she is still valued as a person.

The reason for the sanctions must be made clear to the child, who will receive guidance and support in modifying his/her behaviour.

The most powerful sanction should be disapproval of a respected member of staff.

Conclusion

We encourage children to talk (in PSHCE time) about their feelings and how their behaviour affects themselves and others.

The general atmosphere at school must enable the child to continue to feel accepted. Each child needs to feel confident that someone in school is genuinely interested in his/her well-being, progress and future.

Our care of the children at All Saints School is characterised by kindness, respect and understanding of their needs.

Our school's aims and philosophy place great emphasis on trust, self-discipline and responsibility. When the self-esteem of each child is nurtured, misbehaviour is a less attractive way of gaining attention.