

**INTRODUCTION**

'Self-esteem is the inner picture we have of ourselves and our strengths and weaknesses. The more we are encouraged and praised, the more likely we are to develop a positive self-image and achieve success in our endeavours. Both children and adults alike have the same basic need for sound self-esteem in order to develop successful relationships and achieve success in their school work and their life.'

Jenny Mosely 1993

This policy is the result of much discussion and work with children and all the staff of Kexborough Primary School. It reflects the principles and values which we have found to be important to us in the daily life of this community and derives from those principles and values which we bring into the school from the wider communities in which we live. It is a policy which allows for the diversity of the people who belong to the school community and is responsive to the continuous changes which occur within the school.

AIMS

It is the school's aim to provide an ethos where everyone feels valued and respected and where everyone feels safe and secure. As well as the school's aims stated in the prospectus and in curriculum policies, we believe that it is important:

- To provide an ethos where children can work in a calm, confident manner
- To acknowledge that every member of the community has a part to play and that each person's talents will be respected and valued
- That each member is entitled to help and encourage, particularly in the raising of their self-esteem
- We listen to the views and opinions of one another with care and respect
- That on occasion where an injustice or injury has been done, both instigator and victim are provided with support and counselling

OBJECTIVES

To establish through the school a safe, effective learning environment which operates consistently for the benefit of all children and all adults within school, and allows children to work and play both independently and co-operatively as the need arises with the minimum of disruption.

To establish and maintain positive and supportive relationships between staff and children based on known and consistent guidelines and fair and appropriate sanctions.

To establish and maintain positive, supportive relationships between the children based on shared expectations.

To establish and maintain positive and supportive relationships between home and school for the benefit of each child.

The policy is based on:

RULES developed by children and staff and agreed by all
REWARDS AND PRIVILEGES acknowledged and agreed by all
SANCTIONS fully acknowledged and applied consistently throughout the school
HOME SCHOOL LIAISON

RULES

A decision was made to work on a policy to promote positive behaviour in school along the guidelines given by Jenny Mosely. A high profile was given to this work throughout the school and parents and governors were also kept well informed of the work that was in hand to develop the positive ownership of the policy by the children in school.

Sets of rules governing behaviour were formulated by the children in assemblies and lessons. These sets of rules covered the main areas of school life:

WORK RULES
CLASSROOM RULES
PLAYGROUND RULES
LUNCHTIME RULES

The shared ownership of the rules and the work undertaken in the shared assemblies meant that the children across the whole age range fully understood the need for the rules and had participated in creating them. They would also understand that breaking any of the rules was very much going against the wishes of the whole school.

All rules are displayed in every classroom so that children, teachers and other adults can read them and make reference to them regularly if need be. The rules are kept consistently and any infringement is dealt with by speaking to the child or children to enable them to give their view of the incident and to enable them to understand what they have done and what alternative courses of action may have led to positive instead of negative behaviour. It is considered and agreed by all staff that consistency in upholding the rules and in the way we deal with the children is very important if the policy is to be viewed with respect by all connected with school and is to remain effective.

REWARDS AND PRIVILEGES

The rewarding of good behaviour is seen as a very necessary part in continually reinforcing the high priority the school as a whole gives to this aspect of its life. Choosing Time was introduced throughout the school and is used once a week to reward all children unless they have had sanctions taken against them for infringement of the rules.

Choosing Time lasts between twenty and thirty minutes and is a time when children can choose from a variety of quality activities, provided by the teacher. The activities are usually listed at the beginning of the week, and children sign up for them on that day. If they do not infringe any of the rules they then participate in their chosen activity for that time, usually on a Friday. However, if there has been an infringement of the rules then time can be taken from the activity, usually in blocks of five minutes, and that child has to sit quietly on its own until the penalty time has elapsed. After that they are then free to join in the activity. There

is also a loss of Choosing Time list placed next to the activity list where each child losing time has to sign their name. This emphasises the fact that they are denying themselves access to choosing time when they break a rule. Each child losing time has a chance to try and earn back the time lost by showing real improvement over the rest of the week.

School meals supervisors also have the right to deduct choosing time for breaking rules during the dinner hour. They have notes that list reasons for deducting time and these, if issued, are handed to the class teacher. The loss of time here is non-negotiable. It is clearly understood that the notes are not to be used so often that they become meaningless as a sanction for children. This was felt necessary to improve the status of the supervisors who are very often not perceived as authority figures by the children who know most of them socially outside of school. Supervisors are made aware of our policy by the headteacher/head of school when taking up a post or in the case of a relief by the lead supervisor.

If there has been no loss of choosing time within the class during a week then the whole class receives an added five minutes of time for that week plus placing emphasis on corporate responsibility.

Special Mention Assemblies were introduced as another means of raising self-esteem by giving positive, high profile rewards for children from every class who have produced work of a high standard, who have made a great effort to improve the standard of their work, who have shown a positive attitude to school, work or others or have done something that little bit special in other spheres of school life. The assemblies are held once a week and these children receive a certificate which is copied, one copy goes home so that parents can also share in the occasion and see the positive aspects of their child's life being rewarded and the other copy goes in the child's achievement file. Teachers ensure that all children receive at least two certificates over the year. The assemblies are very popular and all children and staff look forward to sharing in the occasion.

SANCTIONS

It is fully acknowledged that sanctions run alongside rewards and privileges when promoting and maintaining a positive behaviour policy. It is also acknowledged that the sanctions must be consistent throughout the school and must be fairly and appropriately administered.

There is a sanctions ladder in school which staff and pupils should be familiar with:

CLASS TEACHER
ASSISTANT HEADTEACHER
DEPUTY HEADTEACHER
HEADTEACHER/HEAD OF SCHOOL

SANCTIONS LADDER

- Minor misdemeanours dealt with by class teacher
- Sanctions – may be resolved through discussion
- Any repetition – loss of choosing time
- Violence, harassment, vandalism, disrespect to adults, bad language, leaving school.
- More formally –Assistant Headteacher; Deputy Head or
- Headteacher/head of school depending on severity

- All incidents of bullying reported to Headteacher/head of school and recorded, and dealt with in line with the school's anti-bullying policy
- Sanctions: loss of choosing time/playtime/series of playtimes
- Serious anti-social behaviour at dinner time dealt with by exclusion for the duration of the lunch break
- Parents notified of serious infringement
- Educational Psychologist involved if deemed appropriate

Class teachers would generally deal with the minor infringements that will inevitably happen in a large community of primary aged children. Sanctions taken against a child will in most of these instances be resolved through discussion. Repetition of a task not done satisfactorily or where it is deemed necessary to bring sanctions into force will usually involve loss of some choosing time.

More serious infringements of the rules and instances of unacceptable behaviour such as violence, bullying, harassment, vandalism, disrespect to adults, bad language, leaving school premises, must be dealt with more formally and will involve another person on the sanctions ladder, depending on the severity of the infringement.

The point at which another step is taken on the ladder is at the discretion of those involved initially bearing in mind the guidelines offered.

Here it may be that the incident may warrant a more severe sanction than loss of choosing time and may result in loss of a playtime, where the child has a chance to reflect on the effect that the incident has had on them and on others, or the loss of a series of playtimes. In any of these cases this sanction should run alongside some programme intended to determine the reasons behind the incident/s and to promote a return to more normal, socially acceptable behaviour.

There may also be the need at some point to inform and involve parents and again this will need to be judged on the seriousness of the infringement/s, each case being dealt with individually.

If a problem persists then it may be necessary to involve outside agencies such as the educational psychologist, to work alongside the child, school and parent to try and resolve the problem. This could mean that the child is placed on School Based Assessment and may eventually lead to a statement for behavioural difficulties. A programme would be instituted and additional help could be given to address the needs of that child.

In extreme cases it may be within the best interests of the child, other children and staff that the child is removed from the school by parents for a period of time which will allow all parties concerned to work together to resolve problems and reintegrate the child within the school.

In situations where, over a period of time, all strategies have been attempted with no success it may be that permanent exclusion is seen as the only viable alternative for the child, for the safety of the other children and staff in the school. There are clearly laid out authority guidelines for the implementation of any exclusion order.

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions.

Only the headteacher/head of school (or the acting headteacher/head of school) has the power to exclude a child from school. The headteacher/head of school may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher/head of school may exclude a child permanently. It is also possible for the headteacher/head of school to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher/head of school excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher/head of school makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher/head of school informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher/head of school.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher/head of school must comply with this ruling.

HOME SCHOOL LIAISON

Parents have a right to expect that whilst their child is at school they are safe and secure. They also have a right to expect that their child will be encouraged to have a good standard of behaviour, will be treated fairly and justly and that they will be kept fully informed if there are problems arising for their child within school, either as a victim or as an instigator of persistent unacceptable behaviour. We acknowledge these rights and it is our policy to try to work together with parents to ensure that the needs of their child are met whilst ensuring that the policy is adhered to for the benefit of all.

Instances of this liaison have been invitations to discuss problems, daily report books, daily verbal reports, parents coming in to school to work with children as a reward for good behaviour, parents taking children home for dinner to alleviate problems for that child at dinner time. In all instances where parents are involved we try to emphasise as much as possible the positive aspects of the child and each day is seen as an opportunity to make a new beginning.

