



A Policy for Positive Behaviour

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Rob Adams Head Teacher	September 2019	V1	Draft

The promotion of self-discipline and good behaviour are essential qualities if children are to be given the best opportunity to develop to their full potential and learn how to interact happily and successfully with those around them.

At South Gosforth First School we will:

- Treat children and adults with respect, fairness and kindness.
- Have high expectations of behaviour and manners.
- Develop a caring and respectful relationship with children, through discussion, reflection and positive reinforcement of good behaviour.
- Endeavour to ensure that children are safe within school at all times.
- Provide a balanced, stimulating and interesting curriculum for all children.
- Use a pro-active and positive approach to discipline.
- Promote self-esteem and confidence.
- Foster an environment of tolerance, open-mindedness and sensitivity.
- Encourage everyone to appreciate, understand and follow a simple ‘traffic lights’ system for behaviour.
- Provide a robust and caring system for those children who may have social, emotional and mental health (SEMH) difficulties . We will always carefully consider reasons behind persistent behavioural problems and work closely with parents or carers so that appropriate support can be offered.

Parents should:

- Encourage a positive attitude towards their child’s education and school.
- Be responsible for the behaviour of any other children brought into school (e.g. siblings)
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage their child to do the same.
- Support the school in teaching their child that it is not acceptable to hurt other children at any time.
- Teach their child to show respect towards all adults in school and do as they are asked first time.
- Support the school in teaching their child to be courteous and polite.
- Encourage their child to be responsible for their own behaviour.
- Be prepared to discuss any issues or problems that have occurred within school politely and calmly with staff.

Children should:

- Follow our school ‘traffic lights’ system for good behaviour.
- Tell a member of staff if they are unhappy or worried.

'Traffic Lights' - Code of Conduct

At South Gosforth First School we operate a 'traffic lights' system for behaviour. In each classroom we have coloured circles on display which indicate the green positive behaviour that we want to see, alongside a reminder that some behaviour (yellow and red) is not acceptable in our school. These behaviours and their consequences are described in clear, easy to understand language, discussed with the children and consistently referred to across school.

The system will always take into account the age and needs of the individual child

In each classroom we have a green card displayed on the wall with the children's names on. This helps to indicate to children that they are displaying positive behaviour. Each child always starts every day on the green card.

Green Behaviour – 'Go Ahead'

This is our "Green – Go Ahead" behaviour. We believe that this behaviour helps us to be safe, happy and to learn. This is what we want to see in our school:

1. Listen carefully.
2. Do as you are asked by an adult first time.
3. Always try your best and help others to do the same.
4. Be polite, fair and kind to others.
5. Walk around school sensibly, quietly and calmly.
6. Treat others' property and the school environment carefully.
7. Tell the truth.
8. Be respectful during assemblies and special reflective time.

Consequences:

- Your name will stay on the green traffic light card.
- You will be able to learn and help others do the same. This will help you have a safe, happy and productive time at school.

GOLDEN Behaviour – 'You SHINE!'

This behaviour is for children who are currently on the green traffic light, but a staff member has noted that a particular pupil has 'gone the extra mile' and demonstrated exemplary behaviour, effort or kindness to those around them which needs to be acknowledged. The idea of having 'GOLDEN behaviour' is to ensure that the children who are frequently demonstrating green behaviour have something to work towards and that **all** pupils are motivated to behave positively, not just pupils who have moved to yellow or red behaviour. This makes our behaviour policy **positive for all**.

Examples of 'GOLDEN behaviour' could include (this list is not exhaustive):

- Working particularly hard on a piece of work that the child may find challenging
- Showing consistent kindness and a caring attitude to other pupils in school
- Consistently following all of the school rules and helping others to do so
- Pupils working particularly hard to behave well and make good choices

It is up to individual members of staff in school to decide if a child has demonstrated 'GOLDEN behaviour' based upon their own professional judgement and what they know about the child and their needs.

Consequences:

- Your name will be placed on the 'GOLDEN star'
- You will receive a special certificate from your teacher or the Head Teacher
- Your parents or whoever looks after you will be told about your 'GOLDEN behaviour'
- Your 'GOLDEN behaviour' will be celebrated by your classmates and your class teacher
- Your 'GOLDEN behaviour' will be shared in celebration assembly in front of the whole school
- You may receive another reward linked to the reward system in your class

Yellow Behaviour – 'Watch Out'

This is our "Yellow – Watch Out" behaviour. We believe that this behaviour is harmful to a happy and purposeful learning environment and therefore we do not want to see this in our school. This includes:

1. Telling lies.
2. Physically hurting others e.g. shoving, pushing.
3. Saying unkind things or calling names.
4. Running in school (except during P.E) and being inconsiderate in shared spaces.
5. Stopping others from learning.
6. Not treating the property of others or the school environment carefully.
7. Not listening, interrupting or talking over an adult.
8. Being disruptive in assembly or special reflective times.

Consequences:

- Your name will be placed on the yellow traffic light.
- You will be reminded that your behaviour is not acceptable and the rule that you have broken.
- It could mean that you are given time to reflect on your behaviour or you may miss a playtime.

Red Behaviour – 'Stop!'

This is our "Red – Stop" behaviour. This behaviour is unacceptable in our school and will have serious consequences. This includes:

1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Seriously hurting someone e.g. hitting, punching, kicking.
3. Swearing.
4. Bullying.
5. Stealing.
6. Deliberately breaking or damaging the property of others or the school environment.
7. Intolerant behaviour e.g. racist or homophobic behaviour.
8. Being consistently disruptive in class, assemblies or special reflective time.

Consequences:

- Your name will be placed on the red traffic light.
- You will definitely need to have time to reflect away from classroom and you will miss a playtime or part of lunch time. *The emphasis here will be on providing feedback to the child about their behaviour and discussing ways forward together.*
- The Head Teacher, Deputy Head Teacher or Assistant Head Teacher will want to talk to you about your behaviour.
- Your teacher will need to contact your parents and let them know.
- You may miss out on further privileges in school or you may have to spend the day / part of the day working away from your class with the Head Teacher, Deputy Head Teacher or Assistant Head Teacher.

These sanctions will be applied by all staff to ensure consistency across the whole school. Each day will be a new day for all pupils and every child will start on the green traffic light every morning. If a member of staff judges that a child has made a concerted effort to make a significant change to their behaviour after being placed on yellow or red, it is possible that they can be moved to another behaviour traffic light within that day (depending upon the severity of their initial behaviour.) This decision is to be made by the staff member who is working alongside the child and is centred around their own professional judgement and understanding of the child's specific needs.

Positive Consequences and Rewards

At South Gosforth First School we believe that it is important for children to develop a sense of community and responsibility for their own behaviour. Through regular discussion, including weekly 'Together Time', we explore these themes and consider the school rules in depth. It is chiefly through this approach that we aim to foster each child's intrinsic motivation to behave well and achieve their potential. Some classes and teachers may also wish to develop their own system of rewards and praise, based on the whole class principles set out in this policy. Here are some examples:

- Regular verbal feedback to reinforce positive behaviour
- Learning points
- 'Dojo' points
- Class points / House points
- Stickers
- Whole class rewards
- Group rewards
- End of term rewards
- Praise cards
- Special Time – Class or individual chosen activity
- Celebration assembly certificate

Additional Support Structures for Children who are Vulnerable or Whose Behaviour is Causing Concern:

The following structures exist within the school to support pupils who are vulnerable or whose behaviour is causing concern. We know that there are many reasons why certain behaviours can take place and we always aim to support children in helping them to behave in a positive way. In all cases we will work in partnership with parents. These are some of the ways in which we support pupils with their behaviour:

Meeting with Parents and Carers

Our first step is always to contact parents or carers where there is a concern about children's behaviour. This will usually be via the class teacher, but the school Special Educational Needs Co-ordinator (SENDCO - Mrs Fields), Head Teacher (Mr Adams), Deputy Head Teacher (Mrs Whitehouse) or other senior members of staff may also be involved. This can be a very valuable opportunity to talk through concerns and reasons behind any unwanted behaviour, so that a course of appropriate action can be considered. Future meetings and / or ways in which parents can be informed about their child's behaviour may also be agreed upon. It may be appropriate at times to work with groups of children and parents.

Placement on the SEN Register or Monitoring List

Pupils on either of these registers are monitored by the SENDCO and appropriate interventions will be put in place. This may mean that your child has an 'Pupil Profile' which will have clear 'SMART' targets that will be reviewed regularly.

Emotional and Behavioural Support

We support children needing additional social and emotional needs in a variety of ways. For example, 'Theraplay' activities, small social group work, 'Thrive' intervention, 'Forest School', social and emotional intervention programmes, or lunch time provision like Lego club, reading club and games club etc. Many children with behaviour concerns may benefit greatly from additional support in this area.

Referral to Outside Agencies

With parental consent, the school SENDCO may refer children to outside agencies who may be able to provide parents, children and / or teachers with specialist support for a time.

Early Help Assessments

An early help assessment may be used to identify what **help** a child and family require. The **early help assessment** should be undertaken by a lead professional, which may be the school's SENDCO or other member of the senior management team, but could also be a child's doctor, or another professional working with them. It allows professionals involved with children, and their carers to meet and make an action plan to support their needs. It can be used for children who have additional social, emotional and behaviour needs.

Pupil Support Plans

These plans are only for pupils who are in danger of permanent exclusion.

On these plans, pupils are set targets and the school's interventions are clearly stated. These plans are then regularly monitored and evaluated by staff alongside the individual pupil and their parents / carers.

Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a **fixed period** will be taken only in response to breaches of the school's

behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards. **The maximum number of days for a fixed term exclusion is 45.**

A decision to exclude a child **permanently** is a decision which school takes extremely seriously. It will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child's behaviour and it will be used only as an absolute last resort.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion.
- Inform the local authority immediately of any permanent exclusion of a child.

Confidentiality

In instances where parents and carers wish to speak to school staff about the implementation of this policy, this will be treated in strictest confidence. Only appropriate staff will be informed of these conversations if this is deemed appropriate and in the best interests of the child(ren) in question.

Implementation

This 'Policy for Positive Behaviour' will be promoted consistently across school by all staff and the values implicit in it will be taught through the PSHE programmes of study, 'Together Time', class discussions and through other relevant curriculum areas.

A copy of this policy will be provided to each member of staff and each member of the governing body. This policy will be readily available to parents and carers on the school website in the 'Our School' section, under the 'Policies' tab and copies will also be available for consultation in the school entrance. Parents and carers will also be notified of any changes to the policy annually.

Equal Opportunities

We are committed to the view that all children are of equal value and have equal rights to education. We support Newcastle upon Tyne's Equal Opportunities Policy Statement and aim to be a school within which all children can receive maximum benefit from their education and achieve to the maximum of their potential.

This policy applies to all pupils regardless of sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation.

We do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief. In principal, this also includes sexual orientation, gender reassignment, pregnancy or maternity, however in regards to pupils of first school age, these will rarely apply. Where

these protected characteristics do apply either in regards to pupils or their parents/carers, the school will not treat them less favourably.

We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils, which is designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

We seriously consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

The school policies on SEND, behaviour and exclusions take account of the duties under the Equality Act.

Evaluation and Monitoring

Staff will have a timetabled 'coaching' meeting in Spring and Summer term with pupils from Year 2 to Year 4 where behaviour is discussed along with any other issues or concerns. Pupil behaviour will also be discussed during termly 'pupil progress' meetings between the staff and members of the senior leadership team.

The school keeps a record of any serious incident of misbehaviour on the CPOMS system – Members of the senior leadership team will then monitor this system and identify any patterns or common behaviours which may help school to put appropriate support in place. Racist incidents must be reported by law to the local authority. Homophobic incidents are also recorded.

This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of the 'Policy for Positive Behaviour' will also take place during lesson observations, learning walks and other informal monitoring.

Policy Adopted – October 2019

Review Date – October 2020