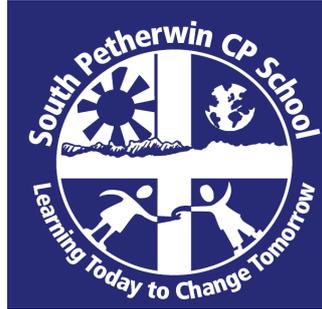


South Petherwin CP School



Positive Behaviour Policy

AIMS AND EXPECTATIONS:

At South Petherwin Primary School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way it enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school diamond rules which are:

- ◆ Care for everyone and everything
- ◆ Show good manners at all times
- ◆ Follow instructions with thought and care

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

This policy has had consultation with all staff (teaching and non-teaching) and pupils through learning forums and follow up class sessions.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all the children in the school.
- Report to/meet with parents/carers when necessary.
- Ensure all new staff are inducted into the school's approach when they join the school
- Ensure necessary staff are trained and authorised in the use of restraint and that where restraint is used (Team Teach) that appropriate records are kept, parents are informed and staff are debriefed.
- Ensure staff are appropriately trained in behaviour management
- Ensure that the school environment encourages pupils to behave appropriately
- Maintain good links with outside agencies such as Educational Psychologist, County Behaviour Service etc.
- Regularly remind pupils about the diamond rules and expected behaviours (i.e. in assemblies)
- Maintain discipline in the school with a 'the buck stops here' approach

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

It is vital that all staff remember that they are role models for children both in how they interact with pupils and in how they interact with other people in front of children.

All staff will have the highest expectations and be consistent, persistent and insistent

They will also:

- Give opportunities for pupils to develop interpersonal and social skills
- Make sure that pupils listen and are listened to without jumping to conclusions
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model by treating pupils with respect and speak to them in an appropriate manner.
- Reward/praise and recognise good behaviour
- Deal with inappropriate behaviour and use a behaviour log if necessary
- Ensure the pupils know the school's diamond rules
- Be aware of and understand their rights and responsibilities (see Appendix 3)

Midday Supervisors/Playground supervisors have the following additional responsibilities:

- Be responsible for checking all duty rotas and be prompt for all duties
- Stand where they have the maximum view of the playground
- Focus on the children and be pro-active – instigate games, look out for children who seem unhappy or for situations that may be starting to arise (e.g. a game that is becoming too rough)
- To report any concerns over behaviour to the class teacher
- Follow the three stage approach

Teachers have the following additional responsibilities:

- Ensure that lessons are well differentiated so that all pupils are challenged but capable of success.
- Develop consistent routines that reinforce appropriate behaviour within the classroom in accordance with this policy and guidance.
- Ensure that the learning environment is stimulating and organised so as to engage and motivate children in their learning.
- Maintaining records on children whose behaviour is giving cause for concern.
- Share the diamond rules with their pupils and ensure these are displayed in the class to be referred to regularly as needed. These are made more powerful if they include pictures of pupils from the class modelling the correct behaviour.
- Maintain communication with parents about their child's behaviour
- Follow the three stage approach
- Act upon advice of co-ordinators, specialists and outside agencies

Pupils will:

- Obey the diamond rules
 - ◆ Care for everyone and everything
 - ◆ Show good manners at all times
 - ◆ Follow instructions with thought and care
- Resolve disputes positively
- Not engage in playfighting
- Be aware of their own emotions and actions and take responsibility for these
- Be aware of and understand their rights and responsibilities (see Appendix 3)

Parents, Carers and Families will:

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being
- Be aware of and understand their rights and responsibilities (see Appendix 3)

The Governing Body will:

- Review the effectiveness of the policy
- Monitor, in conjunction with the headteacher, behaviour records on a termly basis.
- Have regular discussions with the headteacher, teachers, teaching assistants, midday supervisors and pupils about their opinions of behaviour.
- Monitor exclusions and racist behaviour incidents.
- Make sure that they have a Pupil Discipline Committee, which is properly formulated according to regulations, which can hear any appeals over pupil exclusions.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

This document was approved and adopted by the governing body

Date

Name of the Chair of Governors

Signature of the Chair of Governors

APPENDIX 1 – Rewards and Sanctions

Rewards:

The school believes that good behaviour must be encouraged and bad behaviour modified through having a structured and consistent system of rewards and sanctions.

Rewards are far more powerful than sanctions in modifying behaviour as they deal with the underlying self-esteem that is often the root cause of poor behaviour.

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise – staff attention and praise is the most powerful motivator
- House tokens (bronze, silver and gold)
- Weekly celebration assembly which includes:
 - Star of the week certificates
 - Role model certificates and shield,
 - Cups for good listening, friendship, smart thinking, creativity, organisation, independence, and courtesy
 - Carrot the Parrot – for good manners at lunchtime
 - Class of the Week – rewarded with extra five minutes of play

These rewards are then acknowledged in the weekly newsletter and photographs taken of the children holding their cups are taken home

- Pupil's work is displayed throughout the school
- Children sent to headteacher and other members of staff to show their work for praise
- Stickers given by staff (during lessons and at playtimes/breaktimes) to reward good work and behaviour

Sanctions:

Most misdemeanours are handled effectively with this clear three stage approach:

In the classroom:

- 1) Friendly reminder of behaviour expectations and diamond rules
- 2) Name on the board and a firm and clear reminder
- 3) Five minutes thinking time in another class
 - Class 1 children to Class 2
 - Class 2 children to Class 3
 - Class 3 children to Class 4
 - Class 4 children to Class 1

On the playground

- 1) Friendly reminder of behaviour expectations and diamond rules
- 2) Firm and clear reminder
- 3) Five minutes thinking time (standing by staffroom door)

APPENDIX 2 – Flow Chart

Stage	Examples of Behaviour	Possible sanctions	Comments
Stage 1	Running in inside the school Calling out in class Talking in class/assembly Bad manners Losing concentration Swinging on chair Being in the wrong place at the wrong time (e.g inside during lunch break) Ignoring instructions Silly noises Pushing in line	Quiet reminder Non – verbal signals (e.g. eye contact, pointing) Change of seating Verbal warning - Name by green face (after another warning move to amber face, if persists name by red face...)	Often praising good behaviour (e.g 'Thank you to all of you are walking along the corridor sensibly.') has a positive effect on those not behaving.
Stage 2	Persistent stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling	Red slip sent home (teacher/lunchtime assistant)	Incidents to be recorded in class sanction book Headteacher to check class sanction book regularly Parents informed
Stage 3	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children	Sent to the headteacher Parents informed Loss of playtime/lunchtimes	Behaviour log to be filled in

Stage 4	Persistent stage 3 behaviour Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission	Headteacher informed, meeting with parents Loss of playtimes and privileges eg trips Internal exclusion from session(s)	Situation to be monitored by teachers and headteacher
Stage 5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Exclusion for a fixed term	
Stage 6	Repeated stage 5 behaviour	Governor disciplinary sub- committee convened. Permanent exclusion from school	

All the above sanctions are put in place at the discretion of the Headteacher and the context and the child's needs will be fully taken into account when sanctions are applied.

APPENDIX 3 – Rights and Responsibilities

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Parents/Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

Appendix 4: Persistent Problems

Persistent Problems

If there are persistent behaviour problems highlighted by behaviour logs then the following responses will be triggered.

- Evidence needs to be collected on the child's behaviour by the use of STAR (situation, trigger, action, response) forms so that it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth and to decide how best to address this in school. This may be through a rewards system, a behaviour contract or other means. It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, midday supervisors, SENDCo etc. It is also important to keep the headteacher informed.

Behaviour Support Service/Individual Behaviour Plan

If the problem is not resolved then it is appropriate to take advice from the Behaviour Support Service. A referral form will need to be filled in and parents will have to sign to give their permission. Initially this may involve observations being carried out on the child.

An Individual Behaviour Plan may be drawn up with the child and parents and the Behaviour Support Service. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

Team Teach

In certain situations where either the child is in danger or they are putting others in danger then it may be appropriate to restrain them. This is a last resort and only done if other strategies have failed. De-escalation is always preferable to restraint where this is possible. All teachers are by law empowered to restrain but if possible it is recommended that only those who have received training ever restrain pupils. In addition teaching assistants who have undertaken Team Teach training are also empowered to restrain. When pupils have been restrained it is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the headteacher.

Bullying

The school defines bullying as organised and/or persistently making a pupil or pupils intentionally unhappy. This can be through name calling, intimidation and threatening behaviour or physical assault. Staff all keep a close eye out for signs of bullying. It is important that they not only deal with this, but also report it to the pupil's teacher and headteacher, so that instances of bullying can be monitored.

Pupils will be taught strategies to discourage and counter bullying. This will be done specifically during anti-bullying week in the autumn. Children will also be reminded regularly through assemblies and PHSE themed learning that an open climate is needed to discourage bullying. They will be encouraged to simply state "stop it please, I don't like it" if they experience bad behaviour rather than fight back.

Staff at the school regularly remind pupils that they must tell someone if they are being bullied. This can be another child who will help them tell an adult, their parent or a member of staff. It is vital that pupils are encouraged to tell someone if they are unhappy so that the situation can be dealt with appropriately.

When staff deal with bullying it is important that very clear messages are given out. The bully needs to understand about the unacceptable nature of their behaviour and the impact that it had on their victim. The victim needs to know that this has been clearly spelt out to the bully as have the consequences if they persist in their unacceptable behaviour.

If children persist in bullying then it is vital that parents are kept informed about the situation. They need to work with the school to help their child cease to bully. If bullying persists then it will be treated as any other unacceptable behaviour and may result in the full range of sanctions used by the school including internal isolation and in extreme cases exclusion.

Bullying is regarded as serious Stage 4 misbehaviour.