



Veryan Church of England Primary School



Positive Behaviour Policy

Mission Statement

Nurturing God's gifts with compassion and drive, so that all of our children succeed, learn and thrive.

School Aims:

At Veryan Church of England Primary School we aim to give all pupils:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self-esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Introduction

A Behaviour Management policy is about managing behaviour, acceptable and unacceptable. It is about how we live together and how we value each member. Good behaviour, acceptable behaviour is learnt. When the pupil comes to school he/she already knows the code of conduct in the home. Pupils need to be given clear guidelines in order to help them develop their own self-discipline and how to act. There is a need for behaviour management policies and practices at home and school to be seen as complementary so that uneven handling does not confuse the pupil.

Behaviour for Learning

As well as general conduct, Veryan School seeks to positively reinforce and nurture positive learning behaviour so that pupils are confident, self-assured learners who are proud of their achievements. Children should value their education and enjoy coming to school which is reflected in their high attendance. Children's spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

The purpose of this document

Good discipline within a positive atmosphere has the best chance of happening when the whole school works together. The purpose of this policy is to give clear guidelines on a code of conduct for the use of all pupils and adults at Veryan Church of England Primary School, to

ensure that all members of the school community feel safe, respected, valued and able to pursue their school tasks to the best of their ability.

Audience

Our school is focused upon creating a positive atmosphere where major discipline problems do not arise. We stress the importance of creating consistent atmospheres in which good behaviour will become the norm. All the adults in this school model good behaviour for the pupils and their expectations influence how pupils behave. A calm, relaxed atmosphere gives security to our pupils.

Aims

To ensure consistency in approach all staff play a leading role in developing the desired atmosphere in the school and are familiar with this policy

The aims of the behaviour policy are:

- ◆ That all members of the school community and visitors should be treated fairly, with respect and good manners.
- ◆ That pupils should be able to learn and teachers able to teach without unnecessary interruption or disruption.
- ◆ That school, school equipment and personal property be treated with care and respect.

Equality of Opportunity

Is concerned with justice for all, raising expectations, and enabling each individual to fulfil his or her potential. Equal opportunity means freedom from discrimination on the grounds of individuality, race, language, gender, class, lifestyle, religion, cultural background, age, sexual orientation or disability.

Veryan School has adopted an inclusion policy based on the principle of entitlement. We believe that all children are entitled to:

- Equality of opportunity and access to education.
- Learn, participate and form friendships with their peers.
- Have their skills developed and their abilities nurtured to enable them to maximise their potential and attainment to enhance self-esteem.
- Have any special educational needs identified as early as possible.
- Receive professional support, advice and resources to meet any identified special educational needs.
- Be treated with respect and have their views and opinions taken into account.

Aims

- To enable all staff to assist in a positive proactive approach to the teaching, learning and management of children's behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To promote caring attitudes towards everyone
- To recognise the essential worth and individuality of each child.
- To ensure children feel they are valued that they belong and that they are physically and emotionally safe.
- To enable all children to learn to the best of their ability.

Core principles of positive behaviour management

- Plan for good behaviour
- Separate the inappropriate behaviour from the child
- Use the language of choice
- Keep the focus on primary behaviours

- Actively build trust and rapport
- Model the behaviour you want to see
- Always follow up the issues that count
- Work to repair and restore relationships

Staff responsibilities are

- To work together as a team to provide the best possible behaviour support for individuals and larger groups.
- To emphasise good behaviour and to focus on reward. Wherever possible give positive guidance.
- To separate children's unwanted behaviour from their identity i.e. bad behaviour not bad child.
- To treat all children fairly and with respect
- To ensure school and class promises are respected through the consistent application of rewards and sanctions.
- To combine a pastoral role with subject teaching responsibilities.
- To be a good role model e.g. to be calm, patient, assertive, forgiving etc.
- To prepare teaching and learning tasks closely matched to children's abilities and learning needs.
- To record any social emotional or behavioural difficulties children may be experiencing and to discuss these difficulties with their parents. Where difficulties are not quickly resolved to seek the advice of the school SENCo who may place the child on the Special Educational Needs (S.E.N.) register and create an Individual Behaviour Plan (IBP)

Children's responsibilities are

- Follow school and classroom promises
- Be kind to everyone, never bully other children
- Be polite to everyone, never be aggressive in school
- Listen to others and think about their ideas and feelings
- Do as you are asked to do by school staff
- Respect yourself, other people and the school environment
- Be honest
- Do your best and help each other
- To discuss problems calmly
- To treat all adults in school fairly and with respect, as they treat you this way

Parents' responsibilities are

- To support school in the teaching of school promises and children's responsibilities.
- To support school in the implementation of this policy
- To make every effort to be available to discuss children's progress at mutually convenient times

How we reward positive and appropriate behaviour

- Positive affirmation through physical gesture
- Verbal and written praise
- Whole school House Point system
- Classroom reward systems e.g. stickers, pencils, rubbers, crayons, preferred activities
- Showing work to other teachers
- WOW work displays in classrooms
- Sharing assemblies
- Certificates, letters home achievement cups

Sanctions in order to facilitate solution focussed approach

- Time out - for short time to reflect on behaviour choice
- Write or draw in behaviour journal
- Miss part of playtime or free choice activity
- Miss whole of playtime or free choice activity
- Work in another class for specified time
- Phone call home by class teacher
- Informal meeting with parent
- Phone call home by class teacher
- Formal meeting with parents
- Referral to head
- Phone call home by Headteacher
- After school reflection time
- Formal meeting with parents
- Temporary exclusion
- Pupil planning meetings
- Permanent exclusion

What we do when a pupil displays inappropriate behaviour?

- Give a clear code of conduct reminder "I am asking you to follow my instructions first time, so that you can learn how to... THANK YOU"
- Verbal warning "I need you to stop It is stopping other people learning, THANK YOU"
- If the inappropriate behaviour continues we offer a choice between an appropriate behaviour and a consequence, the consequence will relate to the seriousness of the behaviour. "I need you to, if you choose not to then you are choosing(insert consequence)"
- Follow class sanction e.g. give move down to yellow and ensure they know why they are receiving it. Continue to give code of conduct reminder and positive I statements.
- If TA working outside the classroom - ask child to leave the group and return to the classroom.

Step 1:

If a pupil is demonstrating behaviour which does not meet the expected standards, a warning **must** be given. This warning must also include a reason – for example a child who you have already asked to stop talking to their friends; "*Please stop talking on the carpet, this is your warning. If you continue your name will be moved down to yellow*". It is inconsistent if children are moved to yellow without being given a warning and a valid reason.

Step 2:

If the pupil in question continues to display the behaviour for which they have been given a warning for, then move their name down to yellow but you must explain why. The pupil has made the decision to move down by continuing to behave in an inappropriate way. If a pupil has been put on yellow, they will remain on this colour for the remainder of the day.

Step 3:

If the pupil in question continues to display the behaviour for which they have been moved down for, then a further warning must be issued. The Class Teacher will then decide if a child's name should be moved down to red. If a child is moved to red they will miss part of their playtime (the amount of time will be decided by the Class Teacher).

There are some instances in which it may be necessary for a child to be moved straight from green to red – the decision to move a child from green to red must be made by a Teacher.

Below is a breakdown of the types of behaviours which may warrant being moved down to yellow (by a member of staff) or red (by a Teacher).

All children begin the day on green – the aim is for all children to remain on green for the whole day. If children are demonstrating behaviours listed in the 'yellow' section – **a clear warning & reason must be given.**

Examples of 'yellow' behaviour:

- Shouting out in the classroom.
- Talking on the carpet.
- Pushing, shoving and talking when lining up.
- Lack of effort during tasks.
- Poor behaviour in the playground.

A clear warning MUST be given.

Examples of 'red' behaviour – sanctioned by a Teacher.

- Continuing to display yellow behaviour after a final warning/
- Aggressive behaviour towards a child or adult.
- Use of inappropriate language.

Sanctions and moving down to Yellow are also linked to Golden Time in each class.

If a pupil receives a sanction, they lose an amount of their Golden Time on a Friday afternoon. The pupils are responsible for the amount of Golden Time they receive each week and positive behaviour is rewarded with a full Golden Time session.

What we do if there is concern about a pupil's behaviour?

If there is concern about a pupil's behaviour, his or her parents or carers will be invited into school to talk to his or her class teacher. This will allow the teacher to find out if there are any factors unknown to school that may be affecting the child.

The teacher will then discuss how school and home could work together to improve his or her behaviour. This should be time limited and appropriate for the child and behaviours exhibited. Early intervention will support the school's aim of communicating the seriousness of the behaviour, the consequences and the need for a positive solution.

If problems continue or progress is very slow i.e. monitoring and review of the support programme devised above shows little or no impact, the class teacher will invite the Team Leader to a meeting with parents and the child will be placed on the special needs register. An individual behaviour plan will be produced outlining the support being provided for the pupil and specific targets for him or her to work on. IBPs should be drafted prior to this meeting for discussion and agreement with parents.

If problems continue or progress is very slow a specialist teacher and or the educational psychologist will work with the child the teaching staff and the parents and offer advice and support. The child maybe referred to a pupil referral unit to help with the modification of their behaviour.

Exclusion of pupils from school

Exclusion is a sanction used by each school within the MAT, only in cases deemed as serious breaches of the School Behaviour Policy. A Fixed Term Exclusion from a school can only be authorised by the Head of School with authority from the CEO. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. A Permanent Exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although the final decision rests with the CEO. Please refer to the Exclusions Policy for more information.

Good practice observed in our school that we wish to emphasise

- Calm atmospheres created through skilful use of non-verbal cues and tone of voice.
- Effective use of specific praise, linked to desired behaviour.
- Emphasis on important values such as politeness, fairness, supportiveness and respect.
- Humour used to pre-empt confrontational exchanges and to make learning motivating and enjoyable.
- Promise reminders given.
- Awareness of the need to raise self esteem.
- Helping children to develop their own most comfortable learning styles.
- Teachers have clear expectations and give clear explanations of what was required.
- The environment is stimulating and encourages a sense of belonging.
- Desired behaviours are modelled by adults.
- Awareness of children's emotional and physical needs is shown.
- The use of assertive I statements.
- Promoting independent learning both behavioural and cognitive.
- Highlighting the cause and effect of children's actions.
- Positive interaction and communication.
- Awareness of the need to develop emotional literacy.

Agreed areas that continue to be developed throughout the school

- ⊙ Providing consistent visual reminders of class promises linked to explicit positive and negative consequences.
- ⊙ Structured timetables where appropriate in a range of forms to provide children a clear vision of the sequence of the session e.g. washing line pictures in key stage one and written task boards in key stage two
- ⊙ Time indicators to develop pace, focus and motivation when carrying out tasks.
- ⊙ Specific learning and behaviour targets where appropriate to be displayed WALT (What are we learning today) and WILF(What am I looking for)
- ⊙ Consistent ways of gaining whole class attention- rain sticks, bells etc.
- ⊙ Encouraging behaviour for learning e.g. charts to highlight what good listening and good speaking look like.
- ⊙ Ways of ensuring a quiet and prompt start to the session.
- ⊙ Staff to agree on consistent scripts when dealing with unwanted behaviours.
- ⊙ Focusing on the development of children's independence and responsibility – focus on positive perception and internal controls.
- ⊙ Exchange ideas about a range of creative teaching styles already being used and including mind mapping

Reviewed: October 2017

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