

THURLASTON CE PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

This policy has been developed following consultation with pupils, parents, governors, teachers, support staff and the school's Educational Psychologist. Its procedures are designed to provide a consistent approach and clear understanding of behavioural expectations at our school. It reflects our commitment to the pastoral care and welfare of pupils.

Principles

In keeping with the strong Christian character of the school, we aim to develop positive behaviour in all our pupils by encouraging them to empathise with others and take responsibility for their actions and the consequences of these.

Ours is an inclusive school in which the learning and teaching, achievements, attitudes and well-being of every pupil matters. We have an open and active ethos in which pupils can talk about concerns and share in the development of strategies for resolution. We aim to develop pupils' belief in themselves, respect for others, a sense of responsibility and their stake in the school and wider community.

Every child at the school has the right to feel safe and secure within their school environment so they are able to learn effectively and develop as individuals. Accordingly, each child has a responsibility to behave in a manner which ensures this both for themselves and others.

The school views their personal development to be the responsibility of the whole staff team, governors and parents and, of course the children themselves.

A People Place

*If this is not a place where tears are understood,
Where do I go to cry?
If this is not a place where my spirits can take wing,
Where do I go to fly?
If this is not a place where my questions can be answered,
Where do I go to seek?
If this is not a place where you'll accept me as I am,
Where can I go to be free?
If this is not a place where I can try to learn and grow,
Where can I just be me?*

William J. Crockett

Values

The values we aim to promote are:

- Christian values of consideration and respect for all members of our community and the wider community
- Honesty, integrity, fairness and equality
- Responsibility for one's own behaviour
- A sense of belonging and team work
- Self esteem and independence

In order to achieve this we aim to work with parents to:

- Model the standards of behaviour that we expect from the children.
- Work with the school community to consult on matters of behaviour.
- Develop and establish school rules with pupils and ensure that these are clear, understood and frequently communicated.
- Teach and share examples of positive behaviour through planned work, collective worship and informal, incidental opportunities so that children know 'what it looks like'.
- Create and maintain positive learning environments within and around the school.
- Maintain a culture of hope and high aspirations for all.
- Challenge stereotyping and promote respect for diverse cultures and beliefs.
- Work collaboratively with parents and other agencies to overcome difficulties.
- Show that we value children as individuals by taking an active interest in their lives in and outside school.

School Rights and Responsibilities

- You have the right to a safe environment,
- *You have the responsibility to act safely,*
- You have the right to voice your opinion,
- *You have the responsibility to respect the opinions of others,*
- You have the right to use school books, materials and equipment,
- *You have the responsibility to take care of all school materials,*
- You have the right to fair treatment,
- *You have the responsibility to treat others fairly,*
- You have the right to a good education,
- *You have the responsibility to do your best.*

Rewards and Sanctions

What is a reward?

- It follows a positive action
- It is seen by the person receiving it as a positive experience
- It increases the chance of the person repeating the behaviour

We encourage positive behaviour through rewards such as:

- ✓ Praise
- ✓ Public recognition - e.g the Gold book
- ✓ Circle time recognition
- ✓ Giving special responsibilities or privileges e.g lighting candle in Collective Worship / being a monitor
- ✓ Stickers etc
- ✓ Celebrating successes with parents / others

We believe that it is important that any sanctions used:

- are appropriate in consideration of the type of misdeed in question (see levels of behaviour)
- are consistently and calmly applied
- are given as soon as possible after the misdeed
- focus on the behaviour rather than the individual
- are accompanied by guidance towards alternative positive behaviour

What is a sanction?

- It is age appropriate
- It follows an action that is viewed to be a misdeed
- It is seen by the person receiving it as an experience that calls to account their behaviour
- It encourages empathy and personal responsibility
- It reduces the chance of that person repeating the action
- It enables a child to put the situation right, including seeking forgiveness

Levels of behaviour and response

Whilst it is our intention to continually avoid incidences of poor behaviour through creating and maintaining a positive school learning environment, there are inevitably occasions

when negative behaviours must be dealt with. The following is a guide to appropriate responses, whilst recognising:

- that inappropriate behaviours lie on a continuum and the scale and severity of an action influence the level of response
- children's individual needs may affect the level of adult response

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Minor in nature: Intervention strategy involves talking with child. No other action necessary.</i>	<i>Persistent level 1 behaviours / becoming more serious in nature: Intervention strategy includes parents and possibly Head teacher's involvement. (See also anti-bullying strategy.)</i>	<i>Persistent level 2 behaviours, serious in nature: Intervention strategy involves ongoing formal consultation with parents, Head teacher and possibly other agencies in joint problem-solving.</i>	<i>Persistent level 3 behaviours, very serious in nature: Intervention strategy includes consideration of fixed term exclusion as last resort.</i>	<i>Very extreme circumstances involve last resort action of fixed term exclusion being applied.</i>
Separate guidelines are available for examples of the types of behaviours which exemplify each level.				

Recording of inappropriate behaviour

Where inappropriate behaviour is of a level that it is a significant cause for concern, records will be kept to inform future decision making and enable solutions to be sought. Where targets need to be set for individual pupils, both the parents and child will be involved as contributors to the process.

Racial Harassment

The school recognises its particular duties with regard to all forms of racial harassment and accordingly separate guidance relating to this is contained in an appendix on request.

Bullying

The school recognises that this constitutes a particular aspect of behaviour which requires a distinct approach whilst founded on the ethos set out in this policy. Separate guidance is contained in an appendix.

Disability

See separate policy.

Roles and responsibilities

Role	Responsibility
Head teacher	Overall coordination of the policy, its procedures. Consultation with staff, governors, pupils, parents, outside agencies and organisation of relevant development / training needs.
Whole staff	Implementation of the policy and its procedures.
Pupils	Adherence to school rules and support of school ethos.
School council	Consultation on devising and reviewing the policy and supporting its aims.
Governors SEN / policies committee	Monitoring of the policy through leading yearly reviews / revision of the policy in consultation with staff and parents.
Parents	Small working party consultation on policy. Agreement to support the policy aims through signing the home school agreement and supporting, in partnership with the school, its ethos and procedures.

We recognise that, within the school, it is the role of all school staff to support one another in matters concerning behaviour. The ethos is one of collective responsibility for the behaviour encountered. Staff should feel able to:

- call on support from colleagues for dealing with inappropriate behaviour
- share difficulties openly and seek guidance from colleagues.

A child's parents are key partners in matters relating to behaviour, accordingly they are:

- consulted on policy formulation

- informed of their child's behaviour, both positive and negative, through ongoing discussion, meetings or telephone calls arising from an incident, parent consultation evenings, annual reports, individual needs consultations and reports
- involved in the steps towards resolution of problems concerning their child's behaviour, where its level of inappropriateness requires this.

This policy will be subject to ongoing monitoring and evaluation. As part of its self-evaluation processes, views will be sought from members of the school community prior to its biennial revision.

Guidelines on levels of behaviour

Level 1	Level 2	Level 3	Level 4	Level 5
Not sitting on bottom	Spitting / biting	Very frequent incidences of biting / spitting		
name calling	Continual name calling / taunting	Racial abuse		
Pushing in line	Being rude to others including adults	Exposing self to others		
Work avoidance / time wasting / clowning around	Continual work avoidance / clowning around	School refusal		
Calling out	Continual calling out	Causing extreme and continual class disruption		
Messing around in toilets	Fighting	Persistent fighting / aggressive behaviour		
Spoiling others' games / making marks on another child's work	Spoiling another child's work / defacing property with graffiti	Vandalism		
Lying	Persistent lying	Complete refusal to take responsibility for behaviour		
Muttering under breath	Frequent muttering about others	Swearing at an adult or pupil		

Arguing with another child	Frequent arguing	Arguing continually		
Hiding another child's belongings	Stealing	Persistent stealing		
Not complying with simple request	Running away from an adult	Continual running out of school / dangerous refusal to follow instructions		

Addendum to Positive Behaviour Policy.

Notes for Support Staff

- 1) Praising Positive Behaviour is a priority in all lessons. “Fab” marks may be given out.
- 2) When whole class teaching is occurring the teacher is responsible for addressing minor disturbances so as to ensure the flow of the lesson is not interrupted. A quiet word in a child’s ear during this time may be appropriate for Support Staff to use.
- 3) Support Staff can give out “Sad” marks and the ensuing loss of playtime. Normally this is only appropriate at break duties or when teaching staff are not available.

Practical Actions taken to address the first 3 levels in the policy.

Level 1- Giving of a “Sad” mark. This is automatically followed by losing 5 minutes break time. The teacher needs to record “Sad” marks and if 5 happen over a period of 2 weeks the parents should be seen. This automatically pushes the child onto the next level.

Level 2 – Children with persistent bad/disruptive behaviour can be removed from the class and sent to another teacher or the head. They should be sent with work to do which should be completed before returning to the class or when the sending teacher requests their return.

Level 3 – An Individualised Positive Strategy will be put in place following discussion with pupil, parents, teacher and headteacher.

Children may move to another level swiftly but at level 2 and above the parents must be informed of the action taken and the reason for it.