



Positive Behaviour Policy

2016 - 2019

Date for review - Autumn 2019

Positive Behaviour Policy 2018/19

Introduction

The purpose of this policy is to state clearly what our expectations are and how we deal with inappropriate behaviour at school. It is a working document that provides guidance for staff. It is understood by staff and they feel that what is stated in this policy is reflected in the custom and practice within the school. The policy needs to be continuously evaluated to see if we are meeting the high standards that we set ourselves.

The school has a number of rules, but our Positive Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

School Ethos

At High Meadow Infant School we endeavour to ensure that all children share a common educational experience within the bounds of acceptable behaviour. We work hard to create a whole school ethos based on tolerance and mutual respect which is conducive to the learning and social development of all children.

High Meadow is organised so that pupils and staff are happy, confident and at ease to allow high quality learning and teaching to take place. We believe a healthy balance between rewards and sanctions exist. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Rationale

The provision of a caring, stimulating and secure environment is central to the educational entitlement for the children in our care. In order to ensure that this is so, we have developed a policy with set procedures, to create a calm, safe and happy environment for all.

Aims

It is a primary aim of the school that every member of the school community, staff, pupils and parents feel valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

We aim to enable our pupils to:

- Develop self-discipline and the ability to learn independently and work co-operatively
- Access the full range of learning opportunities in a calm, positive environment
- Achieve their fullest potential through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual

What are the principles of our Behaviour Policy?

- To raise pupils' self esteem
- To promote and develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions

- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To be sure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is recognised
- To work within a positive, proactive, reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of the policy
- To ensure the rights and responsibilities of all members of the school community

Expectations of the school community

At this school, through our curriculum, we teach pupils the above mentioned principles. We use the 'Jigsaw' PSHE scheme of work and children participate in this learning every week as we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupils efforts are valued and progress matters.

Expectations of the Staff, Governors, Pupils and Parents

| Staff & Governors | Pupils | Parents |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| To lead by example | To respect, support and care for each other both in school and the wider community | To be aware of and support the school's values and aims |
| To be consistent in dealing with pupils | To listen to others and respect their opinions | To ensure that pupils come to school regularly, on time and with the appropriate equipment |
| To encourage the aims and values of the school and local community among pupils | To attend school regularly, on time, ready and equipped to learn and take part in school activities | To keep pupils at home when they are ill and to inform the school of the reasons for their absence |
| To have high expectations of all pupils | To take responsibility for their own actions and behaviour | To take an active and supportive interest in their child's work and progress |

| | | |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| To meet the educational, social and behavioural needs of pupils through an appropriate curriculum and individual support | To do as instructed by all members of staff throughout the school day | To support the teachers and staff in the implementation of the school Behaviour Policy |
| To encourage regular communication between home and school | To be tolerant of others irrespective of race, gender, religion and age | To provide the school with an emergency contact number and ensure the school is aware of anything which may affect the child's well-being |

School Systems

Our **GOLDEN RULES** cover all aspects of school life including lunchtimes:

We listen to people

We don't interrupt

We are honest

We don't cover up the truth

We are kind and helpful

We don't hurt anybody's feelings

We are gentle

We don't hurt others

We try to work hard

We don't waste time

We look after property

We don't waste or damage things

These rules are clearly displayed in each classroom and in the school hall.

In addition there are certain types of behaviour which we should try to foster or discourage.

1. Children are encouraged to move quietly and sensibly around school, walking at all times. This is particularly important at the beginning and end of breaks. Excessive noise, pushing and running will be discouraged.
2. The school is a rich and stimulating environment. Children are encouraged to take a pride in it, and to care for it, by ensuring that it is kept clean and tidy, and that coats, working equipment and litter are not left on the floor. Children should be discouraged from bringing any personal possessions into school, unless they have been specifically requested to do so.
3. Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. The following behaviours are unacceptable and must be challenged by staff: physical abuse, verbal abuse (including racist remarks which must be reported to the Deputy or Head for logging), spitting and the use of play apparatus as weapons.
4. All incidents or suspicions of bullying must be investigated and dealt with firmly and recorded in the Daily Incident Diary.
5. Children are encouraged to be polite and helpful to all visitors to the school.

6. Children are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions.
7. Children are encouraged to take pride in them-selves, to care for their own work, their appearance and property. This includes clothing, which should be worn correctly, or, if not, should be hung on coat pegs or placed carefully into a drawer. Out of school, our reputation depends very much on how children behave.
8. Children are encouraged to express ideas and opinions and also to be aware of the appropriateness of listening and taking turns in conversations. They are helped to see the need for silence when required.
9. Children are encouraged to try at all times, to have confidence in their work and their abilities.
10. Children should be aware of our expectations for good behaviour and the agreed codes of conduct produced jointly by children and staff.
11. Children are encouraged to use their time sensibly and appropriately. This is important at all times, but particularly so at times of free choice, and playtimes

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledged good behaviour rather than merely deter anti-social behaviour. Incentive schemes are in place to recognise behaviour, attendance and achievements. One of these incentives is our **Good to Be Green** scheme.



Each classroom will have a '**Good to be Green**' pocket display clearly visible at children's eye level. Each pocket will be labelled with a child's name. EVERY morning, EVERY child will begin with their GREEN card on display. If your child continues to show the exceptional behaviour expected of all our children and follows the 'Golden Rules' all the time then they will be 'rewarded' throughout the day with 'Golden Tickets'. Your child may be awarded Golden Tickets by their teachers, teaching assistants, midday supervisors or any other adult in school. There is no limit to how many Golden Tickets your child can receive in a day! At the end of every week in the Friday assembly, your child's Golden Tickets will then be added to their 'teams' pot. The team with the most Golden Tickets at the end of each half term will win the 'Good To Be Green' Trophy. They will also be rewarded with extra biscuits at playtime too! What a fantastic way to reward those children who follow our Golden Rules all the time!

However, if a child chooses not to follow our school Golden Rules, they will first get a verbal warning. If they continue not to follow the rules, they will get their name written on the board. If they continue for the third time THEY will be asked to stand up and turn their

card over to the **YELLOW WARNING CARD**. If they persist THEY will be asked to stand up again and turn their card to the **RED CONSEQUENCE CARD**. The consequence for this is that they will 'sit out' for 10 minutes in the next door classroom. Parents will be informed if their child has received a **RED CONSEQUENCE CARD**.

We are confident that the 'positive' nature of this system in that it 'rewards' children for making the right choices, will mean that very few children will end up turning their cards over at all. If we find that a child's behaviour continues to not reflect our Golden Rules then we will invite parents in to discuss 'next steps' and the way forward.

We praise and reward pupils for good choices, attendance and in recognition of them demonstrating one of our eight High Meadow 'Success Drivers'. These are...

- We are kind - we respect and value all living things
- We are curious - we always want to know more
- We are independent - it helps us be proud of our achievements
- We are resilient - making mistakes helps us learn new things
- We are brave - we take safe risks in all we do
- We are hard-working - we take pride in all we do
- We are creative - problem solving needs creative minds
- We are ambitious - we want to be the best 'we'

These successes are rewarded every fortnight at our 'Shining Stars' assembly where parents can join us in celebrating their child's achievements.

We also use the following strategies to praise and reward pupils...

- Verbal praise
- Stickers
- Share with/chat to Headteacher
- Share with/chat to parents/carers
- SAM Attendance certificate and Trophy awarded to the class with the highest attendance
- 100% Attendance certificate awarded every term to those children who have 100% attendance
- Golden Ticket Team trophy awarded at the end of each half term to the team who have the most Golden Tickets

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major incidents.
- It should be the behaviour rather than the person that is sanctioned.
- 'Time out' space at lunchtime for children who need time out/separation.

Break or lunchtime behaviour

We also celebrate and praise children for good behaviour at break and lunchtime. Children in Year 2 are asked to help and 'buddy' (Play Leaders & Playtime Friends) younger children in the playground. This is seen as a privilege by the children.

We run a range of activities at playtime and lunchtime to provide structured fun and sporty activities to support children in enjoying their free time.

Any difficulties at break or lunch are dealt with either by the teacher on duty, a member of support staff or the Deputy or Headteacher, depending on the severity. Midday supervisors deal with lunchtime difficulties in the first instance but will refer any severe or repeated difficulties to the class teacher in the first instance or the Deputy or Headteacher.

In extreme cases where children are continually disruptive at lunchtime, parents will be contacted by the Headteacher and children may be excluded at lunchtime. This is so that other children can enjoy the lunchtime without a continually disruptive element.

Consequences of poor behaviour

Children understand that poor behaviour spoils school for all children. It can disrupt lessons or end up with children getting hurt. Violence is not a way of solving problems and unfortunately some children need to learn this. Within school we have a clear set of behaviour consequences outlined in the 'Good To Be Green' system outlined above.

Usually this system is effective in stopping children from spoiling lessons. Certain behaviours are completely unacceptable in the classroom and may result in the child being sent out of the classroom immediately.

For a very small minority of children it is sometimes necessary to monitor behaviour further. If these children do not respond to our school strategies and repeatedly offend, then they will be supported in a way that is appropriate to the child's age, ability and needs. This may be in the form of an individual behaviour chart, having small manageable targets or seeking advice from external agencies. At this stage poor behaviour is likely to have been extremely persistent and the child is refusing to respond to support strategies used. Exclusion may then need to be considered. Following any period of exclusion both the child and the parent are asked to attend a reintegration meeting to support a successful return to school.

Promoting good behaviour

This policy is designed to promote good behaviour, rather than merely to deter anti-social behaviour. At High Meadow we offer a differentiated curriculum aimed at meeting the needs of all our pupils. We believe that the maintenance of standards and the improvements in social behaviour should be given equal importance with academic achievements. Therefore, we are constantly evaluating our strategies to improve and encourage good behaviour.

Support Systems for Individual Pupil Need

If there is a persistent problem, the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents.

All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek a solution to support the pupil. For pupils who are having these difficulties, the school will provide targeted pastoral support or mentoring by adults.

Support Systems for Staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved by following the school's safeguarding policy.

Support Systems for Parents/Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. In the first instance, parents are encouraged to speak to the class teacher. If the issue is not resolved then parents are encouraged to speak to the Deputy or Headteacher however, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers, the time they needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Physical Intervention

The use of physical intervention is very rare and is best avoided wherever possible. There may be exceptional circumstances where it may be appropriate e.g. if a child is hurting him/herself, others or damaging property. Any intervention used will be minimal and in proportion to the circumstances of the incident.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. The effectiveness and implementation of this policy will be monitored by the Headteacher. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. A formal review of the policy takes place every three years consistent with the review cycle in the school.

Date established by Governing Body: Autumn Term 2016

Date for review: Autumn Term 2019

Signed by:

Mrs Debby Hughes
Headteacher

Mr Jonathan Smith
Chair of Governors