



# Policy for Positive Behaviour

December 2014

The staff and governors strive to develop an ethos that will encourage good behaviour in our federation. Through our behaviour policy we aim to help children to develop the values and principles that will guide them through the difficult decisions of life and enable them to make a full and positive contribution to society.

We believe a safe, responsible and caring environment is essential to the operation of the federation and it's ethos in which children can learn and develop as caring and responsible people. We place great importance upon being polite and friendly, helpful and kind, on working hard and looking after each other and our environment. Every child has the right to learn and no child has the right to disrupt the learning of another.

***To promote excellence in behaviour, Diptford School aims:***

- ✓ to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- ✓ to nurture children towards positive self worth, self-confidence as learners and to help each to mature socially and emotionally
- ✓ to encourage the children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices
- ✓ to provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- ✓ to secure high levels of achievement for all pupils
- ✓ to secure an inclusive learning environment and to support individual children under the Equality Act 2010
  - i) with Special Educational Needs
  - ii) with disabilities
  - iii) with English as an Additional Language
  - iv) who are gifted and talented
  - v) at key times of induction, transition, transfer and individual need
  - vi) children looked after / privately fostered
  - vii) ethnic minority children
- ✓ to teach positive behaviour, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- ✓ to enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- ✓ to develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own attitudes, values, beliefs
- ✓ to encourage children to appreciate our natural environment and understand the importance of conservation.

## **ENTITLEMENT**

**To ensure a harmonious school where the rights of the individual are promoted alongside the responsibilities of the individual, the whole school community works to maintain:**

- a safe and secure school environment conducive to effective and stimulating teaching and learning;
- the school's highest expectation of all pupils in realising their potential in all areas of school life including behaviour;
- a fair, consistent, clear and calm approach to discipline from the school;
- the expectation that adults in school will set children a good example;
- positive and productive relationships with all involved in helping the child modify behaviour;
- a culture of respect between staff, staff and pupils, parents and staff;
- the freedom from physical and verbal abuse in school and off school premises.

In addition, parents are entitled to early notification from the school of any problems with their child's behaviour as well as opportunities to work in partnership with the school to help address the child's difficulties.

## **PURPOSE**

**To encourage pupils:**

- to develop responsibility for their own behaviour
- to develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- to develop respect for others
- to develop positive attitudes
- to develop a co-operative and collaborative mindset and approach
- to develop an effective range of strategies for dealing with problems and emotions
- to ensure consistency and cohesion in everyone's approach to managing learning and behaviour

**To enable adults:**

- to model consistently high standards of behaviour
- encourage and support children to develop in the ways above
- provide children with a consistent framework of expectations throughout their time at Diptford Primary School
- be consistent in following the agreed procedures for rewards and sanctions
- Make sure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. circle time, peer mediation, SEAL, The Devon CAP Project, rights and responsibilities, United Nations Human Rights
- give support to each other in applying procedures consistently
- Be available to each other as a 'new face' recognising that sometimes pupils need to work through a problem with a different adult

## **SCHOOL CODES**

A clear code of acceptable conduct is in operation throughout the school. In each classroom and for the playground, staff and children draw up rules which:

- i) are relevant to the children
- ii) are appropriate to the age and stage of development of the child
- iii) make behaviours and expectations explicit for fair, respectful and positive learning
- iv) promote the aims of the school

## **REWARDS**

A system of rewards for good behaviour is in place throughout the school. Parents will be informed of our celebration of a child's positive behaviour.

The adults in the school have an attitude of 'catching children behaving well'. This is acknowledged with a 'thumbs up', smile or praise comment.

Specifically at Diptford rewards include:

- Merits for achievements in learning, hard work in lessons and using learning powers.
- Raffle tickets for good behaviour in class, in the playground, lunch areas.
- Achiever of the Week for each class; this involves a child being given a postcard, their photo on the newsletter and name on the Achiever's Board.
- Value Awards; when a member of staff notices a child doing something which exemplifies one of our school values, an award is given in assembly.
- At times teachers may give out stickers and rewards for specific examples of good work or behaviour. For example, following a long project where the children have worked hard as a class a teacher may offer extra golden time or a treat such as watching a film.

## **Play Leaders**

Playtime can be the most challenging time for children to manage their own behaviour. To assist children with this in the playground, trained Play Leaders from Year 6 are available. Play Leaders are NOT substitutes for Meal-Time Assistants but work to resolve minor playtime squabbles that can arise daily between children. Their main role is to promote positive play.

## **Consequences of inappropriate behaviour**

Consequences will be applied if rules are broken and unacceptable behaviour continues. These are age related and action related. Where pupils infringe standards of behaviour the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Consequences of negative behaviour are applied according to previous behaviour or consequences of a child's action e.g. calling out persistently, hurting another person. Behaviour that may result in serious risk to the health and safety of the child or another person will be dealt with appropriately.

**Sanctions are issued by members of staff when behaviour is unacceptable either in school or off school premises ie:**

- i) stops the child him/herself learning
- ii) disrupts the learning of others
- iii) disrupts teaching
- iv) is insulting / abusive / repeatedly rude and impolite
- v) affects the health & safety of others

If a sanction needs to be implemented please see Appendix A for referral system and consequences.

## **Consideration**

1. The Behaviour book is analysed weekly by the head of school. Consideration is given to whether a particular behaviour gives cause to suspect that a child is suffering or likely to suffer significant harm. Where this may be the case staff will follow the school's safeguarding policy.
2. School will also consider whether continued disruptive behaviour might be the result of unmet educational or other needs, at this point School will consider whether a multi-agency assessment is necessary.

In the event of inappropriate behaviour please see Appendix B for lunch time referral system and consequences

## **Support for a child experiencing prolonged or significant difficulties in managing behaviour are given through:**

- Time Out of the session to complete work in another class or supervised area
- behaviour charts
- Headteacher involvement
- parental involvement
- action plans for children with emotional and behavioural issues
- outside agency involvement eg Child and Family Guidance / Child & Adolescent Mental Health

At times it may be necessary to use positive handling strategies to prevent a child hurting themselves, others, or damaging property. Please refer to the Use of Reasonable Force to Restrain Pupils Policy.

In extreme cases it may be necessary to implement a programme of exclusion in line with local authority guidelines.

**NB : The school holds that it is essential that all sanctions are seen to be fair, consistent and immediate.**

## MANAGING BEHAVIOUR POLICY

### APPENDIX A

#### Referral System and Consequences

<p><b><u>Verbal Warning</u></b></p>	<p>The unwanted behaviour is named and the required behaviour described.</p> <p>Use the script:          "You are (name the behaviour)". Give information describing what you want to see. E.g. You are calling out. On the carpet we put hands up if we want to say something."          Leave the child with expectation that they will choose to behave well now.</p>
↓	
<p><b><u>Written Warning</u></b> Name on the board</p>	<p>Child is reminded of behaviour expectations using the same script:          "I am writing your name on the board. You have a choice to stop (name behaviour) now and (name positive behaviour) and I can remove your name. If you continue I will have to put a tick by your name". Look away and expect a positive change from the pupil. They can have their name erased if their behaviour improves.</p>
↓	
<p><b><u>Name with a tick</u></b> 1 tick = 1 minute Time Out 2 ticks = 5 minutes Time Out, name in the behaviour book and Head of School informed.</p>	<p>Use the script: "You are choosing to still (name behaviour). I am putting a tick by your name which means 1 minute Time Out. You have a choice to stop and (name positive behaviour). If you continue you will have 5 minutes Time Out."          The Time Out may take place at playtime or immediately in another classroom.          Classroom-based Time Out will involve doing an activity from the Reflection Box.          Name is written in the behaviour book.</p>
↓	
<p><b><u>Beyond 2 ticks</u></b> If behaviour continues or the child is unable to manage their behaviour appropriately.</p>	<ol style="list-style-type: none"> <li>1. The Pupil is sent to complete work in another class and complete an extended activity from the Reflection Box.</li> <li>2. Head of School informed</li> <li>3. Parents informed by teacher</li> </ol>
<p><b><u>Head of School</u></b></p>	<p>If a child's name appears twice or more in the behaviour book in one week the Head of School will contact parents and meet with the child to put a behaviour plan in place as appropriate.</p>
↓ <b>Only in extreme cases</b>	
<p><b><u>Exclusion</u></b></p>	<p>Executive Headteacher takes decision to exclude child.          Incident stays on pupil records for school life.</p>