

## Positive Behaviour Policy

### 1. AIMS OF THE POLICY

It is our primary aim that every member of our school community feels valued and respected.

Our Positive Behaviour Policy helps us to promote an environment in which everyone feels happy, safe and secure, and our children can become positive, responsible and increasingly independent members of the school community.

We have a number of school rules but the primary aim of our Positive Behaviour Policy is not to be a system to enforce rules, but a means of promoting good relationships and deterring anti-social behaviour so that the most effective learning can take place.

We treat all our children with equality and apply this policy in a fair and consistent way.

### 2. RULES

We make sure that all members of our school know and understand our rules. Our school rules are displayed prominently around our school and in every classroom. Teachers regularly discuss the importance of our rules and help children to understand how keeping them is of benefit for everyone.

Our School Rules:

- ☺ Be respectful
- ☺ Be responsible
- ☺ Be safe

In addition, we have a Code of Conduct for classroom behaviour in the form of a flow chart entitled 'Making the Right Choice'. This is displayed in each classroom.

### 3. KEEPING THE RULES

#### Rewards

We make clear to our children that we expect them to keep our rules at all times and we offer our children support in the following ways:

Throughout the year:

- Verbal praise for good conduct
- House Points which are announced in assembly (see point 9 below)
- Class Points which are awarded during afternoon lessons if the class complies with the Code of Conduct (see point 9 below)

On several Fridays throughout the year, the class with the greatest number of Class Points wins a treat. The House with the greatest number of House Points at the end of each term also wins a treat, usually in the form of an 'own clothes day' early in the following term.

#### Supporting children in their efforts to keep the rules

In addition to the rewards detailed above, we promote good behaviour and a positive atmosphere in the school in the following ways:

- ☺ Weekly class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- ☺ School Council meetings twice per half term to enable children to make suggestions and offer their opinions on school improvement;
- ☺ One to one discussions with teachers and teaching assistants on behaviour and friendships;
- ☺ Weekly discussions, stories and role play which promote our rules as part of our school assemblies;
- ☺ Senior pupil leaders (Head Boy and Head Girl) who provide good role models for other children;
- ☺ The use of 'Golden Time' as an incentive encouraging good behaviour.

#### 4. WHEN RULES ARE BROKEN

When the school rules are broken, we follow the procedures detailed in Appendix 1.

#### 5. WHEN RULE BREAKING CONTINUES

The procedures detailed in Appendix 1 are followed for each incidence of disruptive behaviour in the classroom or playground. However, if there is a further incident within a short space of time (i.e. within a term), a behaviour card is generated.

- A letter is sent to parents with details of the incidents and actions taken by the school, asking them to discuss the matter with their child;
- If the poor behaviour continues, a letter is sent inviting parents to come and meet with us at school in order to plan the way forward. This may include the school setting up a Behaviour Support Plan, a Home-School Contract, or other appropriate measures agreed between parents and school.

#### 6. VIOLENT AND ABUSIVE BEHAVIOUR

It is made absolutely clear to children that violent or abusive behaviour is never condoned in our school; see classroom charts referred to in Appendix 1.

If however, such behaviour occurs, the following procedure applies:

1. The teacher sends a trustworthy child to summon the Headteacher or deputising teacher who will remove the offending child to the School Office;
2. The incident will be fully investigated and logged in the Incident Book;
3. Opportunities to be with other children during unstructured times may be restricted, for example:
  - in classrooms before the beginning of lessons;
  - in the playground at morning break;
  - in the playground during the lunch break;
  - when collecting homework and walking to the gate at the end of the day.
4. Parents will be informed either by telephone or letter, and asked to sign the Incident Book;
5. It is made clear to children and parents that violent or abusive behaviour may well lead to exclusion from school.

## Further Sanctions

We recognise that situations may arise when behaviour is so poor that further action must be taken, for example, when a child:

- seriously injures another child in an unprovoked attack;
- attacks a member of staff and is verbally or physically abusive;
- seriously harasses (racially or sexually), or bullies another child (see Anti-Bullying Policy);
- endangers others or brings articles into school which may endanger others;
- endangers him/herself.

Behaviour of this nature will normally result in an exclusion from school. The Headteacher and the Managing Director will manage any exclusion with reference as appropriate to the DfE Guidelines and the school's Exclusion Policy.

## 7. PARENTS

We believe that a good home/school relationship is pivotal in ensuring that our Positive Behaviour Policy works well for the benefit of all our children. We will inform parents when their child is behaving well and we will inform parents when their child is continually breaking school rules. We always welcome parents' comments, suggestions and support.

## 8. MONITORING AND REVIEW

The implementation of this policy is monitored on a day-by-day basis by the Headteacher who reports to the Governing Body about the effectiveness of the policy.

This Positive Behaviour Policy is the Headteacher's responsibility and she reviews its effectiveness annually. She does this by examining the entries in the incident book and the Behaviour Report Cards and through discussion with staff.

## 9. PROMOTING GOOD WORK AND BEHAVIOUR

Merit awards are awarded for outstanding pieces of work and exceptional effort. Once a child has received 25 of these they will receive a bronze certificate from the Head teacher. On achieving 50 merit points they will achieve a silver certificate, on 100 they will achieve a gold certificate, and on 150 they will receive a platinum certificate. Teachers will not take merits away.

House points may be awarded for any type of good behaviour. This could be for kindness to others, tidiness, politeness etc. Teachers will be able to physically give the children a small ticket that can be completed with the child's name, signed and dated by a member of staff, and placed in one of four envelopes in the school hall. These will then be counted once a week and the current totals will be announced by the House Captains or Vice House Captains in the Friday assembly. These can be awarded at any time of the day but cannot be taken away for poor behaviour. The House with the most house points at the end of the term will be crowned 'House Champions' with a mufti day as a reward. At the end of each term a reward will be given to the individuals who have gained the most house points.

Class points will be awarded for overall behaviour of the whole class. They can be given to a class during an afternoon lesson if it is felt that the whole class has behaved well. Class points can also be taken away if the class are disorderly when moving from one room to another or if they have left their classroom and changing area messy. Staff will inform the class leader if pupils have gained a class point. He or she will then relay this to the class teacher who will keep a note of the total.



Alongside this point system we also follow the Golden Time approach to discipline. For the final 20 mins of one afternoon each week there will be time allocated for the children to decide what they want to do. The children must decide between themselves as a class or group what activity they would like to do. This could range from supervised use of the Internet in the Silver Room to playing football outside. Staff will give the children the chance to experience a wide range of exciting activities, which they will really want to do.

However a child could lose out on doing this activity if their behaviour during the week is poor. If a child misbehaves in class s/he should be given a clear warning as to what is expected of him/her and what s/he is doing wrong. S/He must be told that it is now up to him/her and that if s/he continues to misbehave s/he will lose a minute of Golden Time. S/He now must choose as to what s/he is to do. If the child chooses to ignore the advice and continues to misbehave the teacher must tell him/her that and record that s/he has missed a minute of Golden Time. The child now has another choice. If s/he continues to misbehave s/he will miss another minute of Golden Time as well as being sent to explain to the Head teacher why his/her behaviour has lost him/her two minutes of this precious time. The Head teacher will keep a log of how often a child loses Golden Time and if needed, a letter will be sent home to inform the child's parents of behaviour which regularly results in a loss of Golden Time.

If a child continues to misbehave and continually loses Golden Time s/he will be put on a Behaviour Card. The child will have to take this behaviour card to every lesson where the teacher will grade his/her behaviour and effort out of 5. At the end of each school day the Head teacher will check his/her behaviour card and the child's parent will sign it.

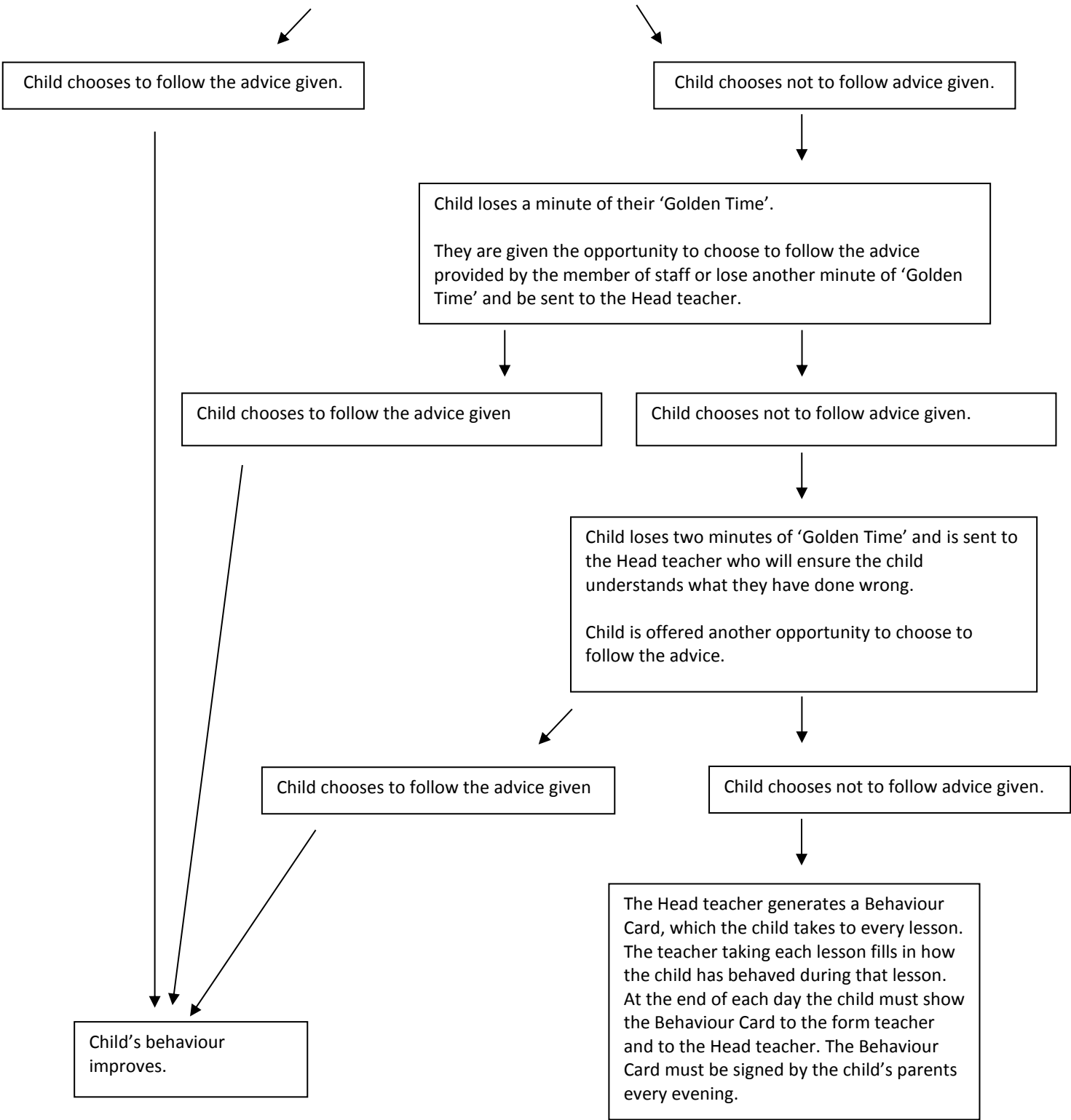
It is hoped that through a mixture of positive reinforcement and 'Golden Time', the behaviour of the minority of children who do misbehave at school will improve.

**(Reviewed and updated October 2017)**



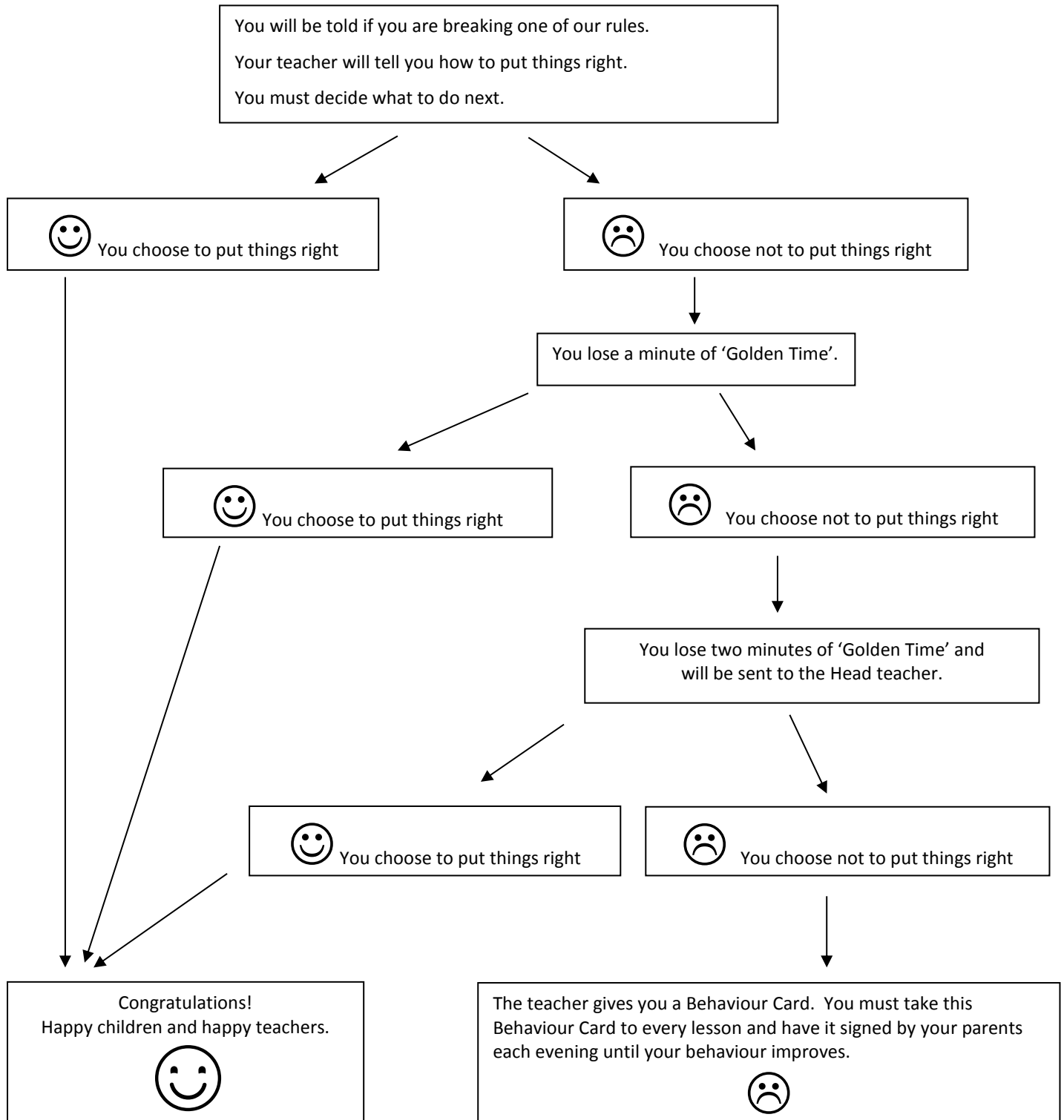
**Appendix 1: BEHAVIOUR FLOW CHART FOR DISRUPTIVE CLASSROOM BEHAVIOUR (EXCLUDING ABUSIVE AND VIOLENT BEHAVIOUR)**

Children are told clearly that they are breaking a school rule.  
 They are given advice on how they can put things right.  
 They are given the opportunity to choose to follow the advice provided by the member of staff or lose a minute of 'Golden Time'.



A 'child friendly' version of our behaviour flow chart (above) known as the Code of Conduct which is displayed in classrooms:

### MAKING THE RIGHT CHOICE



If rules are broken in the playground, either at morning playtime or at lunchtime, we follow the procedures detailed below:

**BEHAVIOUR FLOW CHART FOR DISRUPTIVE PLAYGROUND BEHAVIOUR AT MORNING PLAYTIME (EXCLUDING ABUSIVE AND VIOLENT BEHAVIOUR)**

