

**Berry Pomeroy
Parochial CE Primary School**



Positive Behaviour Policy

‘All behaviour is a form of communication’

Statement of intent

The staff and governors strive to develop an ethos that will encourage positive behaviour in our school. Through our Positive Behaviour Policy we aim to help children to develop the values and principles that will guide them through life and enable them to make a full and positive contribution to society.

This policy was drawn up after consultation with the teaching staff, support staff, children, governors and parents. It is for the information of all concerned with the welfare of the children at our school. It is the responsibility of all staff and governors to ensure the agreed policy is understood and implemented by all those working in the school and to apply it consistently and fairly.

We believe a safe, responsible and caring environment is beneficial to the operation of the school and its 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 school. Every child has the right to learn and no child has the right to disrupt the learning of another. The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork.

This policy should be read in conjunction with the Policy for Teaching and Learning as together these establish the general ethos of the school.

School Aims

Good behaviour and consistent expectations are essential for effective teaching and learning to take place

It is our aim to

Positive Behaviour Policy
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- create a happy, secure and safe and well-ordered environment for the whole school community, promote among pupils, self-discipline and proper regard for authority.
- acknowledge and celebrate positive achievements and attributes
- encourage good behaviour and respect for others, be tolerant and understanding for the rights, views and property of others, develop a responsible and co-operative attitude towards work and towards their role in society.
- Value each person for what they can contribute and accomplish raising self-esteem and promoting positive behaviour by valuing effort and recognising success.
- ensure that all members of the school community follow and understand the principles of our policy
- ensure that rules, rewards and sanctions are implemented fairly and consistently
- work in partnership with parents and other agencies if necessary to promote the policy

Implementation of the policy

Clear GUIDANCE has been established in discussion with teachers and children and is illustrated through:

- Quality interaction between children and staff
- An appreciative approach to any matter that needs to be addressed
- Modelling proactively positive behaviour
- Personal, Social, Health and Economic (PSHE) curriculum
- School assemblies and Acts of Worship
- Working with parents positively and openly
- The home school agreement which lays out the responsibilities of the children, parents and school
- Acknowledgements which will be used to promote and reward good behaviour

All members of the school community work towards the school's aims by

- Respecting the rights, values and beliefs of children and adults as individuals and raising self esteem
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Rejecting all conduct involving bullying and harassment
- Develop strategies to eliminate any undesirable behaviour both within and outside the classroom for groups and individuals
- Caring for and taking a pride in the physical environment of the school
- Working as a team, supporting and encouraging one another.

Our aim is to reduce inappropriate behaviour by promoting good behaviour. We can do this by:

- expecting positive behaviour
- recognising positive behaviour
- praising and rewarding positive behaviour
- modelling good behaviour
- advising parents of good work or positive behaviour
- highlighting positive behaviour e.g. in assemblies
- provide a challenging and stimulating programme of learning
- encouraging children to reach high standards of personal achievement
- recognise and be constantly aware of the needs of each individual child
- enabling children to take increasing responsibility for their own learning and behaviour
- being positive role models - punctual, well prepared and organised
- taking quick appropriate action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- working collaboratively with a shared philosophy and commonality of practice
- enjoying relating to pupils and attuning to individual needs
- appreciating every child and their contribution
- respecting them
- greeting them start a dialogue with them when we meet them around school
- listening to them
- being friendly and approachable
- using humour to build bridges and reduce tension
- speaking to them individually about their concerns with respect
- know them as individuals
- setting high standards
- applying and agreed rules fairly and consistently

We expect our children to

- take responsibility for making choices
- look after the school environment, books and equipment and report any damage caused by themselves or others
- speak politely to everyone using title and name, observing the expectation of waiting to speak and not interrupting and respond to all adults with respect
- move quietly around the school
- have concern for others who need any kind of help – showing and understanding for the situation
- act and speak thoughtfully and appropriately in the playground working together to ensure that no one is left out
- be alert to any kind of bullying, objecting to it and reporting it

- maintain high standards of behaviour when using any off-site facilities or representing the school as ambassadors or competitors

As in all areas of school life we work in partnership with parents to support their child's behaviour

- Parents are kept fully informed of any issues regarding their child's behaviour. Staff are proactive in informing parents of positive behaviour and of any inappropriate behaviour occurs persistently to the detriment of the child or the group within which they are working
- Teachers report at parents' evenings on children's behaviour and attitudes to work. Comments will also be included in children's annual written report. If parents have any concerns about their child's behaviour they will be invited to discuss this with the teacher, SENDCo or Headteacher
- To ensure that parents and school work together to support children's behaviour all parents are asked to sign a home school agreement.

Parents can support the school behaviour policy by

- Participating in discussions concerning their children's progress and attainments ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Providing support for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress through the school
- Accepting responsibility for the conduct of their children

Rewards

A system of rewards for good behaviour is in place throughout the school. There is a whole school rewards and achievements strategy and classes adopt age related strategies that are tailored to the needs of the children within each class group. Parents will be informed of our celebration of a child's positive behaviour

- Non-verbal communication
- Verbal acknowledgement
- responsibility
- Individual awards, certificates and stickers. Teachers will celebrate children's work in the classroom daily.
- Whole class reward systems
- A green card for positive behaviour

- Head teacher's certificates, Star Learner and Act of Kindness awards each week from each class for positive behaviour
- Children's achievements both in and out of school will be celebrated in assembly, which will be held on a Monday afternoon
- Whole school acknowledgement of positive behaviour

Dealing with inappropriate behaviour

Consequences will be applied if unacceptable behaviour continues to interfere in a child's capacity to learn or has an effect on the learning of others. These are age related and action related. Where pupils make a choice to behave inappropriately 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 firmly. All inappropriate behaviour will be dealt with consistently

When inappropriate or disruptive behaviour occurs:

- Be alert to any underlying factors that may be influencing behaviour
- Listen – establish the facts
- Keep a calm, firm tone
- Comment on the behaviour not the person fairly and consistently, yet with flexibility to take account of individual circumstances
- Do not ignore the poor behaviour
- De-escalate rather than confront
- Do not hold groups responsible for individuals
- Make sanctions 'calmly inevitable' by linking the behaviour to choice and personal responsibility. This helps children to link behaviour with consequences and reduces anger
- Don't go on and on and on – sanction once
- Sanction and move forward

Staff are aware of unacceptable sanctions and in dealing with pupils will not bully or ridicule a child.

Consequences of inappropriate behaviour

These are dependent on the child and the behaviour and the duration of the behaviour with the overriding emphasis on fair and consistent management

- Verbal reminders and short verbal interventions
- The use of yellow card – two warnings miss 5 minutes of play
- The opportunity to earn back – redeem negative behaviour by reverting to positive behaviour

- Further planned discussions with children of consequences and choices
- Movement of child in the learning environment - classroom management
- Time out from the classroom and playground appropriate to the needs of child and class
- Informing parents
- Discussion between child, parent and member of staff – separate behaviour management system set up to support child
- An appreciative approach to a plan to support the improvement of the behaviour.

Pupils having difficulty will be identified as early as possible through the school's SEND procedures and offered individual support through an Individualised Education Programme (IEP) or Individual Behaviour Plan (IBP) and if necessary, support from outside agencies e.g. Educational Psychology, Outreach Services and LA pupil support service. Permission from parents to involve additional support will always be requested. In exceptional cases, if after exhaustive support a pupil is a danger to themselves or other children or adversely affecting their education exclusion may be considered. LA procedures will be followed, and parents have the right to appeal against such a decision by the Governing Body.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

Physical Restraint

We have a clear policy for physical restraint and this policy must be adhered to at all times.

Monitoring

The Head teacher monitors the effectiveness of the Positive Behaviour Policy on a regular basis, reporting to the governing body and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of behaviour that impact on learning and others.

Equal Opportunities

In regulating pupil conduct and maintaining discipline, staff will avoid any bias according to a child's sex, ethnic origin, disability or social background and will adhere to procedures outlined in school policies.

Review

This Policy is to be reviewed every 4 years but may be reviewed sooner if a need dictates.

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