



Positive Behaviour Guidance





Rationale

The establishment of a sound learning environment at school and in the classroom is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through interactions between staff and pupils and between pupils themselves. The development of a positive ethos within schools is the foundation for better learning as is highlighted in the Discipline Task Group report – Better Behaviour-Better Learning.

Aims

- To create an atmosphere of mutual respect, trust and corporate responsibility.
- To promote a positive school ethos through positive behaviour strategies and to celebrate success.
- To raise standards of attainment and behaviour.
- To involve parents, pupils and staff in setting rules/standards of behaviour within school.
- To help children develop a sense of personal, individual responsibility for his/her own behaviour.
- To get pupils to manage their own behaviour effectively while respecting the rights of others. Build relationships and their own self esteem and that of all people in their classroom.
- To inform parents of sanctions that will be taken for negative behaviour.

Teachers are responsible for the maintenance of positive behaviour in their classrooms, through out the school and in the playground. Each class should discuss and display the vision, values and aims and these should be regularly reinforced. It is the policy of the school to maintain good behaviour through positive methods of reward and encouragement rather than through negative methods of punishment. Children will be aware of the rewards, discipline procedure and the consequences.

The School Code of Conduct

The school code of conduct is now the same as our Vision, Values and Aims. All pupils have signed up to agree to this agreed code, but as you know things can go wrong. If this is the case then the children agreed to use a football style system.

Verbal Warning (White Card)

Yellow Card

Red Card

A card given by a support assistant should be carried and followed up within the classroom by the class teacher.

Cards last the whole day but each new day is a fresh start.

With each yellow/red card a slip is sent home with the child **from the class teacher** outlining the reason why the card was given and who gave the card.

Each class teacher keeps a record of which children have received a card and why.

The Head teacher also keeps a record of those pupils who receive a yellow and red card to allow restorative work to be undertaken and also to track trends and impact of sanctions.

Sanctions for the above

- Verbal warning - none, child is asked to think and make a positive decision next time.

Yellow/Red Cards

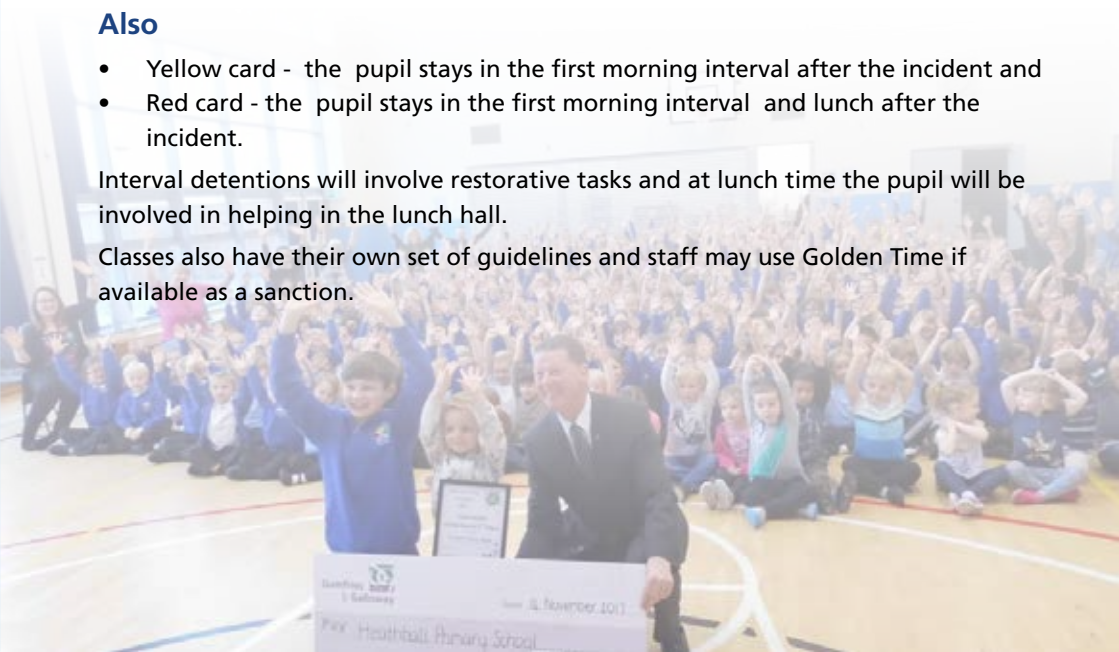
Yellow and Red cards both lose the privilege of Free Sit Friday

Also

- Yellow card - the pupil stays in the first morning interval after the incident and
- Red card - the pupil stays in the first morning interval and lunch after the incident.

Interval detentions will involve restorative tasks and at lunch time the pupil will be involved in helping in the lunch hall.

Classes also have their own set of guidelines and staff may use Golden Time if available as a sanction.



At all times our expectations are high and consistent and we expect the children through their relationships with all staff to meet these expectations.

Positive Behaviour Strategies

- Awarding of certificates for positive behaviour and achievement in areas across the curriculum and out with the school.
- The use of circle time to discuss aspects of personal and social development including positive behaviour.
- Nomination of Student of the Week, Well Done Stickers and Star Writer Awards at assemblies.
- Discussing whole school behaviour issues at Pupil Council Meetings.
- School assemblies will include the discussions on social and moral issues.
- Allocation of Golden Time as a reward for positive behaviour and achievement.
- Use of "Buddying" System within the school.
- Staff use praise and prompt response to positive behaviour or achievement.
- Setting of personal targets for improving work and/or behaviour.

Rewards

Golden Time Certificates Activity Time Use of Ipad and Wii

Class Rewards

Stickers Group Points House Points Dojo Points

Setting Targets

Pupils and staff will agree class and /or individual targets for work/behaviour and celebrate their success within the classroom.

Celebrating Success

- All children and staff are invited to celebrate success at assemblies where Student of the Week, Well Done Stickers and Star Writer will be awarded.
- A wall of achievement will host and celebrate success.
- Children who have been given extra responsibility will be acknowledged on the school notice board.
- House points will be gathered. The winning house will be celebrated at assembly.
- At the end of the year all points are added together for an overall house winner.
- Group points can be awarded in class with the teacher/pupils deciding the reward for the winning group.
- Children are entered into a weekly lottery where they can win time on the ipad and Wii.

- If a child is pupil of the week they have tokens for themselves and a friend to sit at the top table on the Friday.
- Achievement in Accelerated Reading is shared on a photo board

Organisation

The teaching in the classroom is supported and reinforced by the ethos of the school, in particular through:

- A happy caring atmosphere.
- An attractive environment, which pupils have a shared responsibility in maintaining.
- A concern for safety and security.
- The fostering of positive attitudes and feelings, such as welfare, self-confidence, independence, responsibility and the care & welfare of others.
- The example set by the school staff and visiting professionals.

Sanctions used for negative behaviour

1. Verbal warning and reinforcement of correct course of action by member of teaching/auxiliary/janitorial staff.
2. Withdrawal of privileges/points/ Golden Time
3. Given a yellow card and slip record sent home.
4. Change in seating arrangement within the classroom.
5. Red card - (see code of conduct - sanctions)
6. Writing a letter of apology.
7. Pupil discussion with head teacher.
8. Reflective Exercise.
9. Record of incident in chronology.
10. Notice to parents of unacceptable behaviour through traffic light slips or formal letter.
11. Interview with parents and pupil requested.
12. Individual Target behaviour programme. Home – School communication.
13. Advice sought from outside agencies .
14. Possible exclusion.



HT/DHT/PT Referrals

All serious concerns/incidents will be referred to the HT/DHT/PT.

1st Referral Warning

2nd Referral Reflection Exercise/Detention

3rd Referral Letter to parents

After meeting with parents a chronology will be created to note all incidents.

A Pupil Target Programme can be set in motion.

Staff should refer incidents of serious behaviour in the classroom to the HT/DHT/PT.

These would include:

- Persistent, serious or group bullying.
- Refusal to follow staff instructions.
- Continuous disruptive behaviour.
- Bad language/gestures/racial comments.
- Physical violence.

Severe Clause

Any extreme behaviour e.g. fighting and violent behaviour, swearing, vandalism, theft should be referred directly to the HT/DHT/PT so that parents can be informed immediately of the severity of the behaviour.

The ultimate sanction at our disposal is exclusion, and this is not used lightly.

Parents will be informed of the length of the exclusion and the reasons for it as outlined in authority procedures. A meeting will be arranged with the HT for the readmission of the pupil. Agreed conditions for the return to the school will be discussed. In certain cases, the Educational Psychologist or a member of the school and family support service maybe involved in meetings and discussions about the child's behaviour.

We would hope that the system put in place would encourage pupils to respond positively, therefore reducing the likelihood of exclusion being necessary.

Other Adults

Many adults work within the school environment and all of them have the right to the same respect and standards of behaviour which are expressed to the teaching staff within the school. All adults have access to this policy and work through the same rewards and sanctions.

Stickers/Awards can be given and nominations for celebration can be communicated to the class teacher or HT.

Roles and Responsibilities

The HT/DHT/PT has responsibility for

- Being consistent.
- Monitoring and evaluating the implementation of the behaviour policy.
- Ensuring the programme is properly resourced.

Teachers have responsibility for

- Ensuring the system is clearly understood
- Being consistent when implementing the system and giving regular feedback
- Underlining that the behaviour policy applies in all areas of the school
- Communicating with all parties information regarding a child's behaviour i.e. pupil, parent, teaching and non teaching staff.
- Ensuring resources are available in the class: Golden Time /Stickers /Activity Time etc
- Providing opportunities for the children to reflect on their behaviour allowing them to consider the implications of their behaviour and how it effects others.

Non Teaching Staff have responsibility for:

- Being consistent when implementing policy and giving feedback.
- Communicating with other members of staff.
- Organising and preparing resources.

Parents have the responsibility for

- Discussing the school policy with their children.
- Supporting the staff with the implementation of the policy.
- Communicating with the school any information which they feel would affect their child's behaviour.

Pupils have responsibility for:

- Understanding the expectations of behaviour, rewards and sanctions.
- Their own behaviour

