



## **POSITIVE BEHAVIOUR POLICY**

### **Policy Statement**

This policy underpins every aspect of school life in all DEMAT schools. At its core is the belief and vision that every member of the community in our schools is valued, honoured and respected. We believe that every child and adult in DEMAT schools has a fundamental right to feel physically and emotionally safe and to be treated with respect and dignity, in order to learn and develop to his or her maximum potential.

At Stanground St John's School, at the heart of our behaviours and forming the basis of our daily life are our Christian Values: love, forgiveness and fellowship; hope and bravery; wisdom, justice and honesty; thankfulness, humility and respect; peace and freedom.

### **Policy Principles for DEMAT and Stanground St John's C of E Primary School**

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour. We accept that children will test these boundaries and, whilst the child's behaviour may not be acceptable, the child ALWAYS is. We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire.

We expect all members of DEMAT and the school community of Stanground St John's C of E Primary School to be involved in promoting positive behaviour, since our behaviour policy is rooted in consideration and respect for others.

It is vital that good relationships exist between all staff members, including DEMAT officers, that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the school is valued. Whole school involvement is critical to this approach. At the start of every new school year, the Headteacher discusses and explains the meaning of the school rules with the whole school, involving the School Council. Any agreed changes are then made. Each class teacher also agrees a classroom code for their class, which is displayed on the classroom wall, alongside the school rules.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such. At Stanground St John's C of E Primary School, our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- good behaviour, politeness and personal qualities – supported by our PSHE and SUMO programmes and the learning supported by our Learning Mentors
- good learning skills and dispositions (St John’s Building Learning Power - resilience, reflectiveness, relationships, resourcefulness)
- work of a good standard (relative to the child and in line with expectations, eg GAPS)
- following school and class rules
- additional noteworthy attitudes and behaviours

### RIGHTS OF PUPILS

- to have an environment which allows them to learn to the best of their ability
- to be treated with consideration and respect
- to be listened to by the adults in the school
- to know what is expected
- to feel safe and not bullied
- to be treated fairly
- to have their positive behaviour recognised and rewarded
- to know what sanctions the school applies

### RESPONSIBILITIES OF PUPILS

- Acknowledge that their behaviour is their responsibility
- Walk quietly through the school at all times
- Listen attentively without interrupting
- Use an appropriate classroom voice
- Use equipment carefully and safely, returning it to storage areas when finished
- Treat others with consideration and respect
- Listen when it is the turn of others to talk
- Follow instructions from teachers and other school staff
- Attempt to settle any disagreements in a civil manner
- Ask for help when they need it
- Play with others gently and politely
- Remain calm and quiet in the cloakroom areas
- Keep ball games to the specified times – no games before or after school starts
- To go to the playground upon entering school – unless they are a ‘helping hand’ for the class teacher
- To eat healthily at break times the specified items
- To tell the truth: the whole, correct version of how incidents occurred.

### RIGHTS OF STAFF

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To feel safe
- To be treated fairly

- To have achievements recognised
- To be treated considerately

### RESPONSIBILITIES OF STAFF

- To investigate fully any incident of poor behaviour, and note this in the school behaviour log as needed
- Listen to the children and what they have to say
- Separate the act from the child, emphasizing that they are valued, even if their behaviour is unacceptable
- Act justly and in a trustworthy way
- Model positive behaviour, social interaction and good manners
- Remain calm and do not become emotionally involved
- Apply sanctions fairly, justly and consistently
- Treat the children with respect
- Communicate with parents through consultations, school report, or when appropriate, to inform parents of exceptional performance or concerns
- Use professional judgement as to whether parents need to be informed
- Recognise, praise and promote children's positive behaviour
- Support children in ensuring that equipment is used safely and carefully and that it is returned tidily to storage areas

### POSITIVE BEHAVIOUR STRATEGIES

We are keen that well behaved children receive recognition for their good behaviour

- Listen - it earns respect
- Intervene as quickly and effectively as possible to diffuse conflict
- Use humour - it builds bridges and helps prevent the atmosphere becoming hostile
- As far as possible, ensure the children feel the conflict has been fully resolved
- Restore a calm atmosphere - it reduces tension and no-one feels less valued within the group.
- Verbal praise – indicating what is good
- Learning behaviour stickers
- Good behaviour commended verbally in class and around the school
- Examples of good practice identified and used as a model for others
- Children visit other staff or the Head teacher for recognition, and perhaps be given a merit sticker
- Good behaviour is recognised within the class reward systems
- Comments in Home/School book
- Class reward systems
- Affirmation in Circle Time
- 'Catch' them being good
- Whole school assemblies are used as a celebration of children's achievements
- Informal and formal (certificates) praise is given to parents about their children's behaviour
- Private praise
- Unconditional 'strokes' (verbal) e.g. How did your football team perform at the weekend?
- Weekly Celebration Assemblies

## NEGATIVE BEHAVIOUR STRATEGIES – TO BE AVOIDED

### BY STAFF

- Sarcasm - damages the adult and the child relationships
- Humiliation - breeds resentment
- Shouting - diminishes the adult
- Over-reacting - the problem will increase
- Blanket punishments - the innocent resent them

### BY CHILDREN

- Hurting others' feelings (adults and children)
- Violence and aggression
- Threatening behaviour
- Dishonesty
- Refusal to comply with reasonable expectations
- Discriminatory language or behaviour
- Lack of respect
- Using unacceptable language
- Deliberately damaging property. Children may be asked to replace broken or damaged items.

### SERIOUS BEHAVIOURAL BREACHES BY CHILDREN

- Violent Assault
- Theft (taking personal belongings from bags and drawers)
- Bullying
- Racial abuse (see racial equality policy – all incidents recorded – see Mr. Cooper for relevant guidance)
- Swearing and physical aggression towards adults and other children – all incidents must be recorded
- Vandalism
- Refusal to carry out staff requests/directions

### RESPONSIBILITIES OF PARENTS

- Ensure that children are at school on time.
- Treat all children with respect
- Share concerns with staff at the earliest possible opportunity
- Support the school's systems of rewards and sanctions
- Support their child's learning and co-operate with the school so that a supportive dialogue between home and school can be built.
- Treat school staff with respect (aggressive behaviour will not be tolerated)
- Treat other parents with respect (aggressive behaviour will not be tolerated)

## EXPECTATIONS WITHIN THE CLASSROOM

- Learning behaviours on display, and frequently referred to and discussed – a copy sent home at the start of each new school year.
- Display the established reward system and consequences

We expect all staff to:

- Follow the school timings promptly and reliably
- Be aware of appropriate seating arrangements
- Establish clear communication systems (non-verbal/verbal)
- Establish clear entry and exit procedures (e.g. adults lead out and in, system to show who is out of class)
- Be well organized and provide a clearly labelled classroom
- Have illustrations to support positive behaviour/practice on display
- Have clear wet play procedures displayed
- Frequently refer to school/class rules and routines
- Model positive behaviour, social interaction and good manners

We expect children to:

- Remain on task with an appropriate noise level
- Move quietly around the classroom without disturbing others
- Respect classroom and school resources and other people's property
- Be polite at all times and not answer back
- Listen to the teacher when required to
- Listen to others and show respect for everyone in the classroom
- Do their best at all times in order to achieve the highest standards possible

## AROUND THE SCHOOL

For the safety of all concerned, we need to maintain a calm atmosphere around the school.

We expect staff to:

- Take responsibility for the behaviour of ALL children and where necessary, inform his/her class teacher of the child's behaviour (positive and negative)
- Lead classes through the school, preferably with an adult at the front and the rear.
- Avoid the need to talk to children or other members of staff during assembly, unless the matter is urgent
- Ensure their class is seated appropriately in the hall leaving enough space for other classes to enter and sit down
- Participate in all aspects of assembly

We expect children to:

- Walk sensibly, and silently and in a line, when with others
- Enter and leave assemblies quietly in single lines
- Sit attentively in assemblies and respond appropriately to questioning, singing etc
- Take responsibility for their own behaviour
- Participate in all aspects of assembly
- To open doors for adults
- To acknowledge adults and greet them politely and warmly

Our objectives for the following sections are:

- To maintain good order on transport and educational visits
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- To provide reassurance to members of the public about the school's care and control over our pupils and thus to protect the reputation of the school
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

### VISITS OUT OF SCHOOL

The school's Visits Policy is the main point of reference here and should be strictly adhered to when children are taken away from the school site.

Children will be expected to:

- Walk sensibly in twos, in a line
- Sit sensibly on coaches/seats in buildings
- Remain in the group prescribed and stay with the allocated adult
- Remember they are ambassadors for the school

Staff are expected to:

- Follow the school EVC policy
- Ensure that each child is frequently accounted for throughout the duration of the visit
- Have 'Emergency contact numbers' with them in case of need
- Ensure a Risk Assessment has been carried out on the place to which they are going and to complete the school's Educational Visits' Checklist – both of these to be handed to the Headteacher at least a week before the visit takes place
- Ensure relevant medical conditions of children are documented carefully and the Class Manual, which contains photographs and details of children's needs are brought to the attention of staff taking the class, groups or individuals.
- Ensure on overnight stays that members of staff have clearly defined duties with regard to care of the children
- Plan breaks on long journeys for the comfort of the pupils

- Take a supply of old papers, bucket, dustbin liners, rubber gloves, bottle of water in case of travel sickness
- Keep any medicines safely stored for the duration of the trip
- Ensure children take their medicines at the required times (children are also expected to remember to take it)
- Ensure that children have an adequate intake of liquid and food throughout the duration of the visit.
- Wherever possible facilitate safe passage across roads by lining children along pavements and crossing together as a class/group

### TRAVELLING TO AND FROM SCHOOL

Children will be expected to:

- Be polite to all members of the public
- Respect other people's property
- Use appropriate language and behaviour
- Be considerate to others using the pavements e.g. politely moving out of the way.

### IN THE PLAYGROUND

Staff will:

- Take responsibility for all children
- Commend good behaviour
- Take the necessary action for undesirable behaviour
- Be prompt in their timings, at the start and end of the day and breaks
- Ensure that at morning break there is at least one member of staff on each of the playgrounds

Children will be expected to:

- Play outside
- Play together ensuring the safety of each other
- Avoid all rough and harmful games
- Create harmony by talking politely
- Respect the adults and playground helpers on duty
- Respect playground equipment
- Stand sensibly in their allocated positions once the claxon has sounded
- Address the lunchtime supervisors respectfully
- Behave appropriately and demonstrate good manners
- Develop their social skills
- Use the toilet during breaks

### SOCIAL SKILLS

At Stanground St John's C of E Primary School, we recognise that good social skills and high levels of pupil self-esteem have a direct link to high standards of behaviour.

We place great importance on the promotion and modelling of good manners believing that this creates a climate of mutual respect and consideration.

We aim to help children to develop the skills needed to resolve minor disputes and difficulties themselves.

The development of social skills and pupils' self-esteem is addressed through:

- Work outlined in the school's Personal, Social Health and Citizenship schemes of work; Best You Can Be and BLP programmes
- The promotion of positive play
- Targeted social skills groups
- School Councils
- Circle Time
- Buddy Systems
- Various lunchtime clubs, lunchtime tables and Pod invitations
- Modelling by adults in general daily school life and through specific incidents addressed through role play
- Assemblies which promote particular messages

#### SUPPORT FOR STAFF

Support for staff is available through:

- Staff training
- Consultation with Year Team, other colleagues, senior staff, SENCO and the learning/behaviour support service/DEMAT

#### PARENTAL CONFERENCE

The purpose is to agree a 'way forward' for a child to improve his/her behaviour and may involve parents, class teacher, Learning Mentors, SENCO, Phase Leaders, Deputy Headteacher or Headteacher. The child may be invited to attend the meeting. A plan will be drafted explaining what measures will be taken at school to help the child meet specified behaviour targets. This may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, thereby being responsible for their own behaviour.

The plan will then be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support – possibly including assessment/input by outside agencies – and disciplinary action.

#### SAFETY AND PHYSICAL INTERVENTION

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with government and DEMAT guidance.

## LUNCHTIME SUPERVISORS

Lunchtime misbehaviour, whether direct or indirect, is dealt with by a separate system, specifically to minimize disruption to afternoon lessons. Midday Supervisors will therefore:

- Follow the guidelines in their job description
- Settle any playground disputes promptly
- Record unacceptable behaviour in a note book
- If a child continues to behave inappropriately, or the behaviour is more serious than the member of staff should refer this to the senior teacher on duty, who will ensure necessary steps, recording and communications are made
- Parental conferences will be called for continued poor behaviour. Lunchtime exclusions may be necessary if there is no improvement.
- Class teachers should inform Lunchtime Supervisors' if a particular child has had a difficult morning, so that the supervisors are pre-warned and able to support that child.

## CONSEQUENCES

It is important that children know, and are reminded of, what is acceptable and what is not acceptable behaviour, both within classrooms and around all other areas of the school. If a rule is ignored or broken, there will follow a sequence of consequences listed in the 'Behaviour Summary Policy For Stanground St John's C Of E Primary'. The purpose is to help children take responsibility for their own actions and behaviour. All children should be aware of the consequence steps.

## WHO CAN APPLY SANCTIONS?

The legal powers established in the Education and Inspection Act 2006 specifies that teachers and other staff have the authority to enforce disciplinary penalties. These penalties can be applied if a child fails to follow a school rule, an instruction given by a member of staff, or for any other reason that causes a child's behaviour to fall below the standard which can be reasonably expected of them.

## CONFISCATION

If an item is confiscated staff must:

- a) Ensure that it is safely stored
- b) Returned at the end of the day, notifying parent if needed.

The school's policy on confiscation is outlined in the following criteria.

An item might be confiscated if:

- a) The item poses a threat to others
- b) An item poses a threat to good order for learning
- c) An item is against school uniform rules
- d) An item poses a health or safety threat.
- e) An item which is illegal for a child to have

## MOBILE PHONES

Mobile phones are not allowed in school.

## SECLUSIONS AND EXCLUSIONS

Where inappropriate behaviour is persistent and of a serious nature, the school may use the following sanctions:

- Seclusion from the child's own class into another areas within the school (Internal Seclusion)
- Seclusion from school at lunchtime
- Seclusion to a unit at another school – following DEMAT / Peterborough LA protocols
- Exclusion for a fixed period of time e.g. 3-5 days
- Permanent exclusion

The principle reasons for exclusion include:

- Violence to staff
- Violence to pupil
- Drug related incidents
- Theft
- Continuous, high level of disruption to lessons
- Sexual misconduct
- Racist behaviour
- Verbal abuse
- Damage to property
- Total refusal to conform

The school follows the Local Authority guidelines on exclusion, in consultation with DEMAT.

- The Headteacher has the responsibility for giving fixed-term exclusions to individuals
- For repeated or very serious acts of anti-social behaviour the Headteacher may permanently exclude the child
- Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school
- The Headteacher may exclude a pupil for one or more fixed period, for up to 45 days in any one school year
- It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant

- If the Headteacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion, and at the same time, makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The school informs the parents how to make any such appeal
- The Headteacher informs the LA and the local governing body and DEMAT about any permanent exclusion, and about fixed-term exclusions beyond 5 days in any one term
- The governing body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher
- The local governing body has a discipline committee which is made up of between 3 and 5 governors. This committee considers any exclusion appeals on behalf of the governors
- When the Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and/or other agencies, and consider whether the pupil should be reinstated.
- If the governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### CHILDREN WITH SPECIFIC BEHAVIOURAL DIFFICULTIES

- Some children will have an individually designed behavioural approach with perhaps a timetable divided into half hour manageable periods in which to achieve success behaviour and a target sticker chart or monitoring sheet that will support them in achieving acceptable behaviour.
- It may be appropriate that a sensitive discussion is carried out with a class which has one or more children with behaviour problems in order that other pupils have an awareness that this person/s has particular difficulties which need support and understanding
- Some children have specific behaviour difficulties. Such children are recorded on the SEN Register as SEBD
- Individual behaviour modification plans will be created when needed
- It is important that these children are rewarded for good behaviour in an additional way to that described in this policy
- Where there is concern that a child's behaviour may mean they could harm themselves or others (running away, throwing chairs or self-harming) it is vitally important that class teachers complete a Risk Assessment

### CONCLUSION

The environment at Stanground St John's C of E Primary School is designed to develop self-discipline, tolerance, understanding and awareness of the needs of others regardless of race, ability, gender or creed, so that children may, in the long term, make a positive contribution to the life of the community in which they live.

### REVIEW

The governing body will review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

LINKED POLICIES

- ◆ Anti-Bullying policy
- ◆ EVC policy
- ◆ Home school agreement
- ◆ Safeguarding Policy (including Keeping Children Safe in Education and Prevent strategies)
- ◆ Positive Handling policy

Date of Policy: December 2017

Review due: December 2019

Signed: \_\_\_\_\_ (Chair of Governors)

\_\_\_\_\_ (Head teacher)

**BEHAVIOUR SUMMARY POLICY FOR STANGROUND ST JOHN'S C OF E PRIMARY DECEMBER 2017**

Managing behaviour is through a combination of correctly pitched curriculum and engaging learning, alongside motivating rewards and fair sanctions. Behaviour, both good and bad, requires prompt feedback and once resolved, a fresh start. All children are individuals and some will require more support than others or will need personalised programmes.

Motivation can be intrinsic (driven by personal satisfaction) or extrinsic (driven by the perception of reward or avoidance of sanction). While most would argue that intrinsic motivation is best, it is not always possible in each and every situation. Sometimes, people simply have no internal desire to engage in an activity and, when used appropriately, extrinsic motivators can be a useful tool. Specific praise can be a good way of encouraging intrinsic motivation to succeed.

Lunch time behaviour will be supported by a senior leader on duty.

**REWARDS**

When?	What?	Follow up?
Ongoing	Praise, interest Stickers, housepoints, lunch tokens, reading beads/ladders, handwriting pens	
Weekly – child	Child of the week Lunch table  Reading certificates	Display / Written in a special book?  Contribute to end of year reading prize
Weekly – child	Golden Time – short amount of time for those who have engaged in their learning in a way that merits a reward time	
Weekly – class	Attendance bear Otis bear	Display board
Weekly – house	House point total	Display board Contribute to termly party
Half-termly? Termly?	House party	House cup
Yearly	Reading Event with tokens	Parents invited. Special presenter, display, newspaper
	Citizen assembly: Child of year for each class Citizen of year for key stages 100% attendance	As above Shields Certificates
	Sportsperson of Year	As above

## **SANCTIONS**

**At all points, the class teacher will need to follow-up behaviour with an appropriate degree of sensitivity and input pastoral and PSHE support. Advice should be sought as needed, especially in the case of children with particular needs.**

Stage	Behaviour	Action	Follow up
1	Poor behaviour	Verbal Warning	
2	Further / uncorrected poor behaviour	Name on board	Conversation in class
3	Further or uncorrected poor behaviour  More serious unacceptable behaviour	Name 'underlined' Sent with a 'time-out slip' to phase leader at break or lunch for 5 minutes Only to be sent out of the session if behaviour is a risk to others' learning	Parent informed by teacher Child's behaviour recorded in school logging system
4	Repeated poor behaviour More serious unacceptable behaviour	Send with a 'behaviour slip' to Deputy Head or Head – in for lunch for a time appropriate	Parent discussion with teacher / phase leader Child's behaviour recorded in school logging system Consider input learning mentors
5	Repeated poor or physical behaviour  Serious, unacceptable behaviour	Internal seclusion agreed by deputy or head for breaktimes / lunchtimes, lesson, part of day or day  And / or 'Report' card for child to complete and 'check in' with senior leader	Parent discussion with phase leader / deputy / head Child's behaviour recorded in school logging system  Consider input from Inclusion Manager, ABC log monitoring in class  Learning mentor intervention
6	Serious, unacceptable or violent incident or repeated unacceptable behaviour	Seclusion at another school	Parent discussion and letter from head Child's behaviour recorded in school logging system Programme agreed with parents – Inclusion manager / learning mentor intervention / outside agencies considered
7	See guidance from LA on grounds for exclusion. Single serious incident or repeated incidents	Exclusion – fixed term	Parent informed in writing and verbally by headteacher Child's behaviour recorded on his or her school record Programme agreed with parents
8	See guidance from LA on grounds for exclusion. Single serious incident or repeated incidents	Permanent exclusion	Advice from DEMAT, LA and governors Formal communication with parents

## MONITORING AND EVALUATION OF THIS POLICY

- The Headteacher monitors this policy on a regular basis, reporting to the governors on the effectiveness of it
- The leadership team keep a log of misbehaviour on the server
- Teachers monitor minor classroom incidents
- A record is kept on the behaviour log of any incidents that occur at breaktimes and lunchtimes
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

The policy and the behaviour procedures contained within it and within the appendices will be monitored and evaluated regularly throughout the school year to ensure that they are being implemented consistently throughout the school.

This process will take the following form:

When?	Who?	Methods
Ongoing	Headteacher and Deputy Headteacher, Phase Leaders Inclusion Manager	Monitoring and links
Half-termly	Leadership Team	Monitoring and links and discussions in phase or year
Annually	All staff Pupils	Questionnaire about procedures, results analysed, reported to governors and staff
Annually	Headteacher Deputy Headteacher Inclusion Manager	Behaviour audit in classrooms, breaktimes and lunchtimes to ensure consistency of approach by all members of staff
Annually	Headteacher Deputy Headteacher Teaching staff Governors	Following results of Behaviour analysis, the Policy and Procedures need to be reviewed.