

**ST. GILES C.E (AIDED)
PRIMARY SCHOOL**



POSITIVE BEHAVIOUR POLICY

April 2014

AIMS OF OUR POLICY

This policy outlines the ways in which we encourage the children to display our school aims and values and the Christian ethos to in their relationships with both adults and peers, before, during and at the end of the school day.

The objectives of this policy are to:

- help children and adults develop good relationships based on mutual trust, respect, empathy and understanding
- help children develop positive attitudes to each other and to their environment
- enhance the quality of experiences and provision for all the children and ensure equal opportunities
- develop the social skills of all the children and raise and develop their self-esteem
- encourage respect for the building and surroundings, school equipment and the personal possessions of others
- maintain the consistency of the expectations and management of standards of behaviour, throughout the school day
- respond to the needs and interests of the children at playtime to make this part of the school day a more enjoyable experience for all children
- communicate clearly the school's Positive Behaviour expectations to all members to children, parents and staff

At St Giles we believe in adopting a positive approach to behaviour management. We praise and encourage those behaviours that contribute to the well being of the school community and seek to celebrate the achievements of all pupils. All pupils are aware of the school rules and each class has their own set of rules which are clearly displayed. We want the children to flourish and enjoy their time in school.

This policy is used in conjunction with other school policies - the Anti Bullying Policy, Special Needs Policy, Use of Restraint Policy, Child Protection Policy, Complaints and Curriculum Policy, Single Equality Policy, the West Sussex Exclusion Policy and the School Improvement Plan.

Responsibilities of all members of the School Community

All members of the school community are expected to maintain the same standards of behaviour outside of school as we would expect in school.

Children

- to do their best
- to contribute to their own learning
- to treat others, their belongings and the environment with respect
- to show consideration for others
- to consider the effects of their actions on others
- to be welcoming and inclusive to all members of the school community

Staff

- to treat all children fairly and with respect
- to help all children to develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment both physically and emotionally
- to use positive and negative consequences clearly and consistently
- to be a good role model
- to form positive relationships with parents and children
- to recognise and value the strengths of all children
- to offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's Positive Behaviour Policy

Parents

- to make children aware of appropriate behaviour
- to encourage independence and self-discipline
- to show an interest in all their child does at school
- to be aware of the school rules
- to support the school in implementing this policy

Teaching positive behaviour

In school, we encourage behaviour that includes:

- following instructions
- using appropriate voices
- walking around when inside the building
- moving carefully around the playground
- thinking ahead about the consequences of games, activities and actions
- listening to other people's views and opinions
- involving other children within their own friendship groups – being a friend
- praising and encouraging each other
- appreciating and accepting differences between people
- sharing and co-operating together
- being reflective
- being honest and truthful
- giving a chance, and another chance, to others

Some ways in which responsible behaviour is promoted:

- each class discusses rules for class behaviour in September each year; these are displayed in the class and referred to when necessary
- there are Circle Time sessions in which children are encouraged to discuss difficulties with relationships within the school community and to support each other in finding solutions

- each child is allocated an older 'Buddy' at the start of each school year – these relationships are fostered during weekly 'Buddy Sessions', in which all adults are involved
- one boy and one girl from each class are elected to the School Council
- the School Council meets at least twice each half-term to discuss school issues; meetings are minuted for discussion with classmates
- children in Maple Class are allocated to classes as 'wet play' monitors and help Midday Meal Supervisors in the hall during the first lunch sitting
- Pupil Peer Mediators are appointed and trained in school, to support positive behaviour in the playground

Monitoring, Evaluating and Reviewing this Policy

This policy sets out current practice in the school and a variety of strategies that can be used to promote positive behaviour and discourage negative behaviour. The Governing Body are involved in the review of this policy. The Headteacher will report to the PPC Committee on behaviour, including exclusions, and give feedback on specific pupils where relevant. Members of the Governing Board will hear appeals and issues relating to the exclusion policy.

This policy will be reviewed annually.

IMPLEMENTATION OF THIS POLICY

INCENTIVES

We have a system of incentives that are designed to reinforce the value we place on the children's achievements and positive behaviour. We work hard to make this inclusive, recognising all aspects of children's achievements.

Reward system:

Teams

Children are assigned to Red, Blue, Yellow or Green Team when they arrive in school. This stays the same throughout their time at St Giles and helps support co-operative relationships in different activities, including sport.

- Team points are given by class teachers or support staff for class participation, behaviour or specific team point activities.
- Team Captains (Yr 6 pupils) update the running total of points
- The display in the school hall shows each team's progress
- At the end of each term there will be a reward for all members of the winning team

Class Cup

A cup is awarded weekly to the class that has been the most consistently well behaved during different transition times, during the school day.

Merit Points

- Merit Points are given to pupils for good work in the form of a stamp or sticker in their books
- A record of this is kept on either individual charts or a whole class chart
- Certificates are given out during Friday's Church Assembly for the following achievement and then recognised on the School Achievement Tree:
 - Bronze - 10 Merit Points
 - Silver - 20 Merit Points
 - Gold - 30 Merit Points

Child of the Week

- This is given for a specific achievement and may include homework
- Certificates are given out at Friday's assembly
- A record is kept by the headteacher
- The aim is for each pupil to achieve this over the year

Child of the Term

- A certificate is given to one pupil per class at the end of each term for good progress or sustained effort over the term.

Cicely Boulton Cup

This cup is awarded for citizenship within the school or wider community, in memory of a former village resident.

INAPPROPRIATE BEHAVIOUR AND SANCTIONS

We have zero tolerance of bullying and rigorously address any sort of behaviour which hurts, threatens, or frightens any member of the school community.

Behaviour we consider inappropriate includes:

- lying
- deliberate physical attacks meant to hurt
- verbal attacks, such as name calling
- spoiling, hiding or taking other children's belongings
- invading personal privacy
- inappropriate language, such as swearing or using racist, sexist or blasphemous vocabulary
- distracting themselves or others from their work
- taunting and provocation
- spoiling the work, activities and games of other children
- open defiance
- intimidation, by physical or verbal means or via the internet

- calculated harassment
- deliberate excluding of children
- leaving school premises without permission
- pupils are not allowed to bring in prohibited items (see screening and searching section)

Strategies for managing difficult behaviour

- Give the child a fair hearing and find out what happened
- Talk to other children who saw the incident
- Make it clear that it is the behaviour that is disliked, not the child
- Separate the child and the audience that he/she may be playing up to
- Negotiate a time and a place to allow the child to calm down
- Try to defuse a situation without using physical restraint
- Inform the Headteacher as soon as possible
- Consider exclusion from school activities where there is risk to the child or others
- Consider Individual Behaviour Plan
- Involve the Learning Mentor / SENCO
- Consider the need to contact external agencies including behaviour support

Sanctions and deterrents that may be used

The following sanctions and deterrents may be applied and will be proportionate to the behaviour and applied consistently throughout the school:

Class sanctions:

- Pupil receives a gentle reminder
- Name is written on the board
- Second written warning, if required
- Third written warning
- Pupil misses playtime or lunchtime
- Pupil is sent to the headteacher
- Parents are informed

Playground Sanctions

Incidents of inappropriate behaviour will be discussed with an adult and the following sanctions may be applied:

- Pupil receives a gentle reminder of expectations
- Pupil given a warning
- Pupil receives a 'time out'
- Pupil will be sent into the Headteacher or Senior Teacher
- Pupil may miss playtime or lunchtime
- Parents are informed

The Headteacher is kept informed of changes in a child's behaviour and repeated incidents of inappropriate behaviour. Parents will be contacted when a pattern of inappropriate behaviour is noted. In the event of a serious incident, parents will be notified immediately.

More Significant Sanctions:

- Consideration of exclusion from off-site activities
- Fixed term exclusion in line with the West Sussex Exclusion Policy*
- Permanent exclusion in line with the West Sussex Exclusion Policy*
*as attached

Use of control and restraint

Teachers may use such force as is "reasonable" in order to prevent a pupil from:

- Injuring themselves or others
- Behaving in a way that would be an offence if they were older
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline in the school
- Leaving the school site

Immediately following an incident where force is used, the adult shall inform the Headteacher or Deputy and provide a written report the same day. Parents shall be informed and it may be necessary to inform the police or other external agencies.

Screening and searching

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline or school activities

These include :

- Knives or weapons, alcohol, illegal drugs, stolen items, and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

School Rules

1. Treat others as you would like to be treated.
2. Follow instructions from the adults who work with you.
3. Listen carefully and concentrate on your learning.
4. Respect and share resources.
5. Walk sensibly around the school.

APPENDIX

Further guidelines for all members of the school community to support good relationships with children

- Treat all children fairly and equally
- Gain attention with the 'raised hand' signal
- Respond quickly to incidents and situations
- Use a variety of incentives
- Give gentle and regular reminders of agreed rules, procedures and expectations
- A raised or commanding voice may sometimes be necessary, but avoid shouting all the time, as this just helps to raise the noise levels
- Recognise children being good and praise the behaviour; give praise frequently and appropriately
- Be a good listener and sensitive to individual personalities; be seen to understand and accept a child's worries
- Be friendly and approachable; smile and be willing to chat to the children so they feel valued and know that you are someone to whom they can turn
- Standardise routines and procedures and make sure the children are familiar with them - but ensure that procedures, such as time waiting after 'lining up' are not aggravating situations
- Allow children to explain themselves before making judgements or acting on hearsay

- Give children a chance to apologise and put things right
- Stay calm at all times to convey authority and effectiveness
- Avoid public confrontations with a child as this undermines authority
- Focus on the positive aspect of behaviour ('We walk in this school' – rather than 'Don't run')
- Be fair and constructive with criticisms and sanctions; help children to consider their actions and the consequences of their actions
- Use humour or positive intervention to prevent tensions becoming crises
- Provide good examples and models of positive behaviours
- Help children understand that their fears and difficulties are not unique
- Some incidents are best ignored, but not the underlying causes
- When a child argues back, listen then repeat your request calmly explaining the reasons
- Help a child 'back out' of an awkward situation by encouraging an apology or retraction of a statement
- Say sorry if you have made a mistake, or been unfair
- Do not use sarcasm or humiliation as children feel belittled and this leads to resentment
- Avoid giving children negative labels such as naughty, rude or stupid, as these stick and children then act up to them
- Be aware that bragging or bullying often mask low self-esteem
- Tell children when and why their behaviour is unacceptable
- Watch out for lonely or isolated children and try to involve them with other children
- Introduce and teach a gradual repertoire of playtime games and activities