

Stonegate Primary School and Little Acorns Pre-School



Positive Behaviour Policy - behaviour for learning

Revised: September 2020
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Next Review: July 2023

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'Creating a climate for Learning at Stonegate CE Primary School'

Stonegate CE Primary School values: Trust, Respect, Courage and Friendship

Vision

The school's (Main School and Little Acorns Pre-School) behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of pupils is paramount.

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

It aims to allow everyone to work together in an effective and considerate way with respect. We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals (inclusive and equal).

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It also aims to develop pupils learning behaviours so pupils complete assigned work.

This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site.

1. Ethos

The ethos of the school is such that we focus on praising good behaviour in order to build self-esteem and the respect for others in all children. A high standard of behaviour is expected at all times. Positive discipline strategies are at the centre of the behavioural management of all pupils at Stonegate C. of E. Primary and Pre-School to reflect its Christian values.

Our chief aims to nurturing a positive behavioural environment are:

- A culture of mutual respect, tolerance, value and consideration
- Contributions from the school community in the maintenance, encouragement and promotion of good (positive) behaviour
- The shared and agreed identification of what we consider to be unacceptable behaviour
- The establishment and shared understanding of school and class rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an appropriate stage

Our school encourages:

- Acting considerately towards others
- Helping others
- Keeping promises
- Respecting the rights and property of others
- Self-discipline
- Taking personal responsibility for one's actions
- Telling the truth.

We reject:

- Bullying
- Cheating
- Cruelty
- Deceit
- Dishonesty
- Irresponsibility

The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children. We aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty, respect and courtesy.
- Provide a safe, caring and effective learning environment.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability
- Show appreciation of the efforts and contribution of all.
- Promote citizenship with an understanding of rules, rights and responsibilities.

2. Expectations

The Expectations at Stonegate CE School are that children attain their potential in a stimulating, engaging and safe environment.

Behaviour is directly linked to quality teaching and learning. Improved learning in the classroom is positively affected by attitude to learning, high levels of self-esteem as well as consistently applied behaviour strategies.

This is achieved by having robust, fair and challenging guidelines for behaviour in and out of the classroom.

All staff will model exemplary practice; they will be visible and proactive in ensuring that children feel safe especially in 'hot spots' for poor behaviour (toilets and cloakroom).

The behaviour policy will be implemented relentlessly and consistently throughout the school by all staff and rigorously monitored by the Senior Leadership Team and overseen by the Headteacher as part of their management role.

Each class have the responsibility for using and displaying the newly developed system of positive behaviour strategies and ideas for class rules are developed with and agreed by the children (i.e quality line ups).

Class rules are displayed prominently, methodically and consistently applied, specifically taught by staff and relate directly to the whole class/ whole school rewards.

3. Approach to Behaviour Management

Through regular CPD opportunities we develop the understanding of all staff that behaviour expectations are linked to learning expectations. Improved learning within the classroom will make a central difference to relationships within the school.

This is achieved through:

- Building positive relations between parents, children and staff.
- Motivating students and raising achievement by improving teaching and giving wider choices in the curriculum.
- Making lessons engaging, appropriate for all children
- Make expectations clear through description of outcomes, giving the big picture and connecting the learning.
- Understanding that children learn using different techniques and giving them opportunities to learn in a multisensory way.
- Building up positive self-esteem within children.
- Encourage challenge and independent learning.
- Ensuring children are safe.
- Using positive behaviour strategies and language.
- Expected behaviour is modelled by all adults.
- Expectations for positive behaviour are systematically and relentlessly applied by all within the school.
- Positive texts home.
- Head teacher awards and the chance for celebration within assemblies.

4. Promoting Good Behaviour

We recognise that it is important to remain as positive as possible at all times and share good models of behaviour. Good work and behaviour are always praised with the emphasis on the positive rather than the negative. Rewards will be given when deserved and appropriate to the circumstances and the age of the child. We have a number of means within the school to gain rewards and celebrate and promote good behaviour.

These include:

In class:

- Issuing of 'Achievement points' to our School's Houses – St. Andrew, St. David, St. George, St. Patrick.
- Issuing of 'Values stones' to our School's Houses
- Golden Playtime on Fridays
- Additional group and class rewards decided by the class teacher in conjunction with the children (these are age appropriate and the approach is consistent throughout the school)
- Extra privileges in class e.g. giving additional jobs or responsibilities
- The use of RSHE activities to celebrate and support the needs of the children in class
- Issuing of teacher certificates, stickers to take home celebrating one off achievements – weekly awards in celebration assembly.
- Awards for looking smart and being polite.

In school:

- Values stones are awarded for demonstrating our school values Friendship, Truthfulness, Respect and Courage. These stones are displayed and celebrated in the hub of the school. The Stones are counted each term and the winning house receives an additional reward.
- Achievement points are given out for academic success. These are counted up each week and the winning house are celebrated in our 'celebration assembly'.
- The Buddy System
- Opportunities for children to show and share good pieces of work
- Wall displays around the school demonstrating children's work and pictures of them learning, to feel proud about themselves

- Praise announcements through publicly recognising children's efforts through the issuing of Headteacher's stickers.
- The Final Assembly and Leavers' Service - the handing out of trophies for exceptional achievements; awards for children who have made an outstanding contribution to the school (voted for by staff and pupils); children sharing their positive impressions of a Stonegate memory; celebration of every individual and their strengths, skills and abilities

Other opportunities to celebrate include:

- Musical performances and concerts
- The issuing of certificates from sporting events, music exams etc.
- The announcements of performances of school sports teams in newsletters and assemblies.

5. Rewards and Sanctions - whole school approach

Classroom

'Growing Together Tree'

All classes use this visual system for behaviour management. This system focuses on rewarding good behaviour as well as at the same being a deterrent for negative behaviour.

On the Tree there are:

Green:

All children's names start here at the beginning of each session. Green is the zone of expected behaviour.

Reward: By remaining in the green zone children work towards whole class reward time (golden time) as well as either an individual certificate, positive note home or upbeat text or phone call to parents. If a child remains in the green zone all day then they receive two achievement points.

Yellow:

Low level disruption: After receiving a verbal warning children names are physically moved into the yellow zone.

Sanction: This results in a loss of 5 minutes from the child's next play or reward time.

(A child who moves onto the yellow side within a session is put back to green at the beginning of the next).

Red:

1) Seriously bad / unsafe behaviour: This behaviour will result in a child's name moving straight from the green zone to red.

2) Repeated / Continued disruption: the Child's name is physically moved from the yellow zone to the red.

Sanction:

This results in the child being escorted to the Headteacher (SLT) with their work and work in isolation for a period of time.

Children who repeatedly enter the red zone will have a loss of playtime / lunchtime /reward privileges.

Depending on the incident, parents may be informed if a child enters the red zone. In extreme cases there will be a behaviour meeting with members of the Senior Leadership Team including the Headteacher where further strategies / sanctions will be discussed. This may result in more formal processes such as exclusion being applied.

Gold:

The Sun - We recognise that some children do go the extra mile to act above and beyond our expected behaviour and this should also be recognised and rewarded.

Reward:

Children are asked to take their work to the Headteacher (SLT) to receive a special sticker for achievement. By attaining a gold award this also gives the children a reward within a celebration assembly.

Each class has its own specific class rules. All rules are discussed at the beginning of each year leading to ownership and adoption.

All rules are re-visited termly and messages are praised or reinforced during assemblies.

House points

House points will be collected each week by the school House Captains, these are recorded in a book and the total added to a Thermometer in the hall during celebration assembly.

The house who achieve the most house points in the week will earn a nominal reward such as an extra 10 minutes of play. Targets are set each term and if the children collectively reach this target then a larger reward will occur – video afternoon, class party etc.

The aim is to reach the end of year target of 25,000 house points. This will then result in the purchase of a very large item for the school. This may be laptops, playground equipment or an item linked to the SDP.

By developing this system it will encourage house unity, in addition to achieving collective responsibility for achieving a common goal.

Achievement point = 1 House Point**Values stones = 2 House points per stone****Sanctions dealing with unacceptable behaviour**

Whilst we aim to promote positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable. It is important for staff to anticipate problems and take steps to reduce the risk of unacceptable behaviour occurring in the first place.

However there has to be sanctions. Sanctions have three main purposes:

- Impress on the child that what he or she has done is unacceptable;
- Deter the child from repeating that behaviour;
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Wherever possible, sanctions are a logical consequence of the pupil's inappropriate behaviour. Members of staff link the concept of sanctions to the concept of choice so that the pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Below is a scale of sanctions that may be used for unacceptable behaviour:

- One to one discussion about the unacceptable behaviour
- Loss of Golden Time (on a sliding scale known to the children)
- Removal from a group if being disruptive (in class)
- Withdrawal from a particular lesson
- Withdrawal from break or lunchtime
- Carrying out a useful task in the school as part of the behavioural management strategy
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Learning Exclusion for a set period
- A fixed period of Exclusion

- Permanent Exclusion Children given a Learning Exclusion will be sent to do their work in another class or area for a given time, up to half a day.

All names will be recorded in the Headteacher's online behaviour log and their parents will be contacted about their behaviour. External exclusion is the ultimate sanction and is only used when dealing with extreme or violent behaviour. Children who break any of the rules on several occasions and/ or have broken a major rule will automatically be referred to the Headteacher.

These infringements include:

- Being involved in systematic bullying (See Anti-Bullying policy)
- Physically hurting another child intentionally
- Fighting
- Vandalizing property
- Discrimination of any kind
- Being offensive or aggressive to an adult/member of staff The Headteacher, in collaboration with the class teacher, will then decide on the consequences for this behaviour.
- For persistent or high level unacceptable behaviour, parents will be involved immediately to ensure the school and parents work together.
- Parents will be told when their child's behaviour is improving and the child will be praised in front of their parents.
- In the rare event of children fighting, both sets of parents will be notified.
- Discipline is related to the needs of each individual child.

6. Monitoring Behaviour

Staff track behaviour in a variety of formal and informal ways:

- Shared observations in class and around the school
- Information shared in weekly staff meetings (recorded in minutes of meeting)
- Class Liaison records
- Feedback from parents
- Parents' Evening notes and reports to parents
- Evidence gathering in PSHE sessions
- Behaviour Books (Headteacher, Classes) / online system kept by the Headteacher.
- Bullying Incident Report Forms
- Monitoring of lost Golden Time incidents/ names if consistently re-offending
- Reviewing behaviours after implementation of interventions

Within the Cluster Group, all schools can call on one other, as well as outside agencies, for examples of good practice, advice and support.

7. Positive Intervention

Positive intervention strategies for individuals, small groups and the whole class such as Social Stories, Visual Behaviour displays and the Choices and Consequences approach are used to encourage positive behaviour and to address specific difficulties.

8. Support for children with behaviour difficulties

- Nurture group / individual sessions with a Learning Mentor to develop positive behaviour strategies
- SEAL – Nurture group and assemblies. Runs throughout the curriculum.
- Teaching children how to behave – teacher's strategies.
- Assessing any learning difficulties so that the curriculum is meeting their needs and they are getting

appropriate support. (Involvement of Senco)

- Persistent poor behaviour over time - individual behaviour plan.
- Consultations with and support from outside agencies: Behaviour Consultant, Educational Psychologist, School to school Outreach

9. Procedures for responding to unacceptable behaviour

Most poor behaviour can be appropriately managed through classroom systems as above by the class teacher.

For more serious incidents or where a child is not responding to classroom sanction a member Senior Leadership Team (SLT) will be involved and parents will be informed and an individual behaviour plan put in place.

In exceptional circumstances, such as an assault on another pupil or a member of staff, the Head Teacher may decide to exclude either for a fixed period or permanently. The parent would be informed in writing and advised about their rights.

10. Searching, screening and confiscation

There may be exceptional circumstances where for child welfare and safety we may need to search for and then confiscate an item.

As a school we will follow the Department of Education guidance from 2018. Please follow the link below for further guidance and information.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

11. Working in Partnership with Parents

At Stonegate CE Primary School we believe parents have an important role to play in supporting the school to create a positive learning environment.

If we have any concerns about your child's wellbeing or behaviour the class teacher will contact you.

The school collaborates actively with parents, so that children receive consistent messages about how to behave. The Home-School expectation sets out the way we hope parents will engage with us and build a supportive dialogue between home and school. This is usually shared during parents meetings at the start of the academic year.

Our Home School Agreement asks parents to agree to the following:

- Ensure my child arrives on time, dressed appropriately and ready for the day's work.
- Encourage and support my child's learning.
- Help my child to become independent.
- Work with the school to maintain good behaviour.
- Keep the school informed of any circumstances that may affect my child's behaviour or ability to learn.
- Provide up-to-date contact numbers.
- To make every effort to attend information meetings and parents' evenings to discuss my child's progress and support any recommendations and advice.

Strong partnerships develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents.

If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or school governors.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented

12. Governors

The governing body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

This policy was developed with staff, pupils, governors and parents.