

SNITTERFIELD PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

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Aims and Objectives

Aims

One of our aims at Snitterfield School is that everyone feels valued and is treated fairly. As a caring community, our values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way, with the common purpose of helping every child to learn. It aims to promote an environment where everyone feels happy and safe and secure.

Objectives

- to promote values which will foster and encourage positive behaviour choices
- to establish a clear system of sanctions to manage poor choices and inappropriate behaviour
- to liaise with parents in order to give the children consistent messages.

Key Roles and Responsibilities

Children

- to know what is meant by positive behaviour choices
- to know and understand all class and school expectations
- to set an example to others by their own behaviour
- to understand that poor behaviour choices are unacceptable and that there are consequences for this
- to take responsibility for their own behaviour and encourage positive behaviour in others.

Staff

- to be positive role models
- to set clear boundaries regarding behaviour expectations
- to be consistent when rewarding positive behaviour choices
- to be consistent when applying this policy, both in classrooms and around the school.

Governors

- to fulfil the requirements of the law in relation to governors' responsibilities regarding behaviour management in the school
- to support the school and all staff in applying this policy
- to receive any representations by parents regarding the fixed term exclusion of their child
- to ensure a fair and consistent application of the policy regarding permanent exclusion.

Parents

- to support the school's positive behaviour policy
- to provide practical support: for example, ensuring correct uniform is worn, punctuality and attendance, homework undertaken in line with school policy
- to inform the school of any personal circumstances which may be relevant to the child's behaviour
- to work in partnership with the school, using home-based rewards or sanctions where appropriate.

Positive Behaviour

High standards of behaviour provide a positive environment in which teachers can teach and children can learn. Positive behaviour means that **everyone** in the school:

- shows courtesy, consideration and respect for others
- is honest and truthful
- avoids prejudice of any kind
- tries to be positive at all times
- works and plays together co-operatively considering others' ideas
- moves about the school in a quiet, orderly manner
- has a respect for school property and the property of others
- listens to everyone's views.

How we Encourage Positive Behaviour

All school staff can acknowledge and reward positive behaviour through an atmosphere of mutual respect and by praise. This can be done in several ways:

- we praise children when they show respect for others
- we praise positive behaviour choices and set examples by explaining and modelling the behaviour we wish to encourage
- we always acknowledge an act of positive behaviour by praising the child, preferably in front of others so that it can be used as an example
- use the House Point system to recognise positive behaviour where appropriate
- individually organised classroom management systems are tailored to suit specific needs and age ranges.

Unacceptable Behaviour

At Snitterfield Primary School acts of unkindness, disrespect towards others, vandalism, dishonesty or bullying of any kind is not acceptable.

Please note that the procedures for dealing with bullying are laid out in our Anti-Bullying Policy.

Occasionally, we accept that children may forget our aims for positive behaviour. In the same way as **positive** behaviour is acknowledged, staff should discourage **unacceptable** behaviour. This involves:

- reminder of the school and class expectations
- verbal reminder from staff explaining reasons
- time outs – to consider actions – ‘thinking time’ away from a situation to reflect
- removal of privileges – age and situation appropriate
- staff may make informal contact with parents depending on the circumstances
- the formal recording of serious incidents.

Staff will investigate, listen and talk to everyone involved.

Serious Behaviour Incidents

Behaviour incidents that are serious are those that are deliberate and inflict verbal / mental/ physical harm or hurt on others or on school property or seriously disrupt the education of other children.

Parents of children involved will be informed of serious incidents by a member of staff. The form of initial contact will be based on our professional judgement in response to the situation. This communication will

indicate the level of their child's involvement in the incident e.g. verbal participant, physical action or considered as an instigator of the incident.

If a child builds up a series of these incidents, it will be necessary to involve parents and pupil in attending regular meetings in school at agreed times. This will be an opportunity to discuss ways forward and a behaviour plan put in place.

For children that demonstrate extremely challenging behaviour there may be a need for support from external agencies, such as the Early Help Team, Integrated Disability Service (IDS) or the Specialist Teacher Service (STS). An Individual Education Plan (IEP) may be written. This is generally supported by external support agencies, and co-ordinated by the Special Educational Needs Co-ordinator (SENCo). Regular meetings will be held with all those involved, particularly parents and children.

The school follows Department for Education guidance and Warwickshire Safeguarding Children's Board (WSCB) guidelines for the use of physical restraint. Physical restraint will only be used if the probability of harm to others, self-harm or damage to property is very high and de-escalation procedures have been unsuccessful. Team Teach is the accredited method supported by the school. Staff are required to write a report after any incident and parents are notified.

If such circumstances become more frequent a risk assessment will need to be devised.

Exclusion

The school seeks to promote inclusion with the use of reward systems and behaviour support programmes. However, when exclusion is felt to be necessary, the Head of School and the Executive Head Teacher have the right to enforce this.

Procedures for exclusion are laid down in the handbook "School Governors – a Guide to the Law". The Governing Body will be kept informed at each stage.

Monitoring and Evaluating the Success of the Positive Behaviour Policy

In evaluating the success of the policy the views of parents, children, teachers and external agencies will be considered. The policy will be reviewed annually by the Executive Head Teacher, Head of School/SENCo and Governors.

Consequences of Poor Behaviour Choices

If expectations are not met the adult will respond appropriately and proportionately.

1. If a poor behaviour choice occurs eye contact is made with the child.
2. If the behaviour continues a verbal reminder of appropriate behaviour will be given.
3. If the child does not modify their behaviour the child's initials are written on the whiteboard. AT this stage the child can earn their breaktime back.
4. A further incident results in 5 minutes of breaktime time being lost.
5. On occasions it may be appropriate to send a child to another class to work for the rest of the lesson.
6. If there are still concerns about a child's behaviour or there is a more serious incident, the matter may be escalated to the most senior member of staff to manage.

7. If a pattern of poor behaviour emerges or there are more serious concerns over a child's ability to regulate their own behaviour, then this may be discussed with the SENCo which may involve parents in the writing an individual behaviour plan.