

Positive Behaviour Policy
Summary for Parents

Aims

1. To create a teaching and learning environment which enables pupils to flourish, develop and successfully advance their learning.

Therefore, it is expected that staff and pupils will work hard to maintain:

- standards of behaviour to meet high expectations;
- a harmonious calm atmosphere conducive to effective teaching and learning.

2. *To develop a recognition in everyone that we hold responsibility for ourselves, one another and our school.*

Therefore, it is expected that staff and pupils will:

- acknowledge that everyone has a part to play within our school and within the wider community;
- value and respect one another irrespective of age, gender, ethnicity, disability or academic ability;
- foster a caring attitude for the school environment.

3. *To enable our pupils to learn the skills, attitudes and self-understanding to achieve and maintain positive relationships.*

Therefore, it is expected that staff and pupils will:

- encourage and support patterns of good behaviour;
- develop self-discipline and the ability to work both independently and co-operatively;
- listen with respect to one another and be conscious never to wilfully damage another person's self esteem or denigrate their opinions or beliefs;
- to encourage and support each other and to foster in each other feelings of self worth.

Rewards

Good behaviour should be acknowledged and praised. Success, praise and encouragement will develop a sense of belonging, personal worth and feelings of mutual respect in our children. Class teachers may set up their own reward systems. Class, group or individual targets may be set up to support the needs of individuals or groups.

The important factor is that rewards are fairly given, that systems are simple and easy to understand. Children will then know what they are working towards. There will be a clear and celebrated indication of success.

Targets will vary according to need and circumstance. Rewards will vary according to what is topical but will normally be in the form of stickers or small prizes. Use of sweets as rewards should be strictly limited. At Key Stage Two, Golden Time may be awarded so that children can choose from within a range of activities for an allocated period on Friday afternoon. Teachers may also wish to reinforce the success by sending pupils to key stage co-ordinators or the head teacher for additional rewards.

Sanctions

Sanctions should be applied fairly and, like rewards, they should be easy to understand and simple. Children should know why a sanction is being applied. Situations will vary and so will the needs of individual children but usual sanctions will include:

- missing playtime;
- loss of Golden Time;
- additional tasks;
- time out (under supervision);
- missing treats/rewards.

Agreed School Procedures to Support the School Behaviour Code

The School Behaviour Code should be taught to all children as part of the PSHE curriculum and will also be reinforced regularly during assemblies. The Code should be displayed in classrooms and corridors.

Consequences for inappropriate behaviour will happen as a result of behaviour that is not acceptable. It is important that members of staff are consistent in applying consequences and that we are sure that the child deserves the consequence. There are three main considerations when dealing with inappropriate behaviour:

- be appropriate to the individual;
- be immediate, fair and consistent;
- consult parents/carers and inform them if behaviour gives a cause for concern.

We have developed a **staged response to deal with inappropriate behaviour**. During each stage staff will talk to the child to explain why the behaviour is unacceptable and discuss alternative behaviour.

Stage 1

Warning about behaviour to alert the child and give a reminder. Talk to the child by explaining why the behaviour is unacceptable and discussing alternative behaviour.

Stage 2

'Time Out' from the situation.

Playground: This may involve the child standing on their own on the playground reflecting upon their actions or walking around with an adult.

Classroom: The child may sit outside the classroom or work on their own for a period of time within the classroom.

Stage 3

Child sent to a pre-arranged teacher to explain behaviour.

Stage 4

Loss of playtime or privilege, such as a responsibility, for a limited time.

Stage 5

Sending the child to the team leader (at an appropriate time).

Stage 6

Sending the child to the deputy head teacher (at an appropriate time).

Stage 7

Sending the child to the head teacher. **Serious incidents** will be recorded in the Key Stage Incident Books. The head teacher will involve parent/carers at this point. Additional monitoring systems and interventions may be set up to support individual children, this may include an Individual Behaviour Plan (IBP), home-school book, or removal to a seclusion room for a set period of time.

Stage 8

Exclusion. In extreme circumstances, after extensive monitoring and intervention and consultation with outside agencies, it may be necessary to exclude a pupil on a temporary or permanent basis. Exclusion will only be used as a last resort, and will be carefully considered before deciding to exclude. Exclusion may be considered if the pupil's presence seriously harms the education/welfare of pupils and others following serious breaches of the school behaviour policy. As a school, we will follow County procedures.

At times it may be necessary to move quickly through these stages, perhaps accessing the higher stages immediately in the event of a child's serious misbehaviour.

Classroom Organisation

Some key elements are essential in achieving a well ordered teaching and learning environment. These elements involve the physical layout of the classroom, classroom ethos and the quality of relationships.

We believe the following to be the key elements.

The classroom environment:

- safe, attractive and well maintained;
- children's work displayed carefully;
- accessible resources;
- tidy;
- ease of movement;
- personal space;
- respect for property and environment.

Classroom ethos:

- common shared understanding of rules, expectations and aims;
- calmness and order;
- pupils who have a sense of ownership and responsibility;
- pupil independence and opportunity to exercise self-control.

Relationships:

- adults who provide a good model in the way they relate to each other;
- staff reward and praise pupils often and fairly;
- good manners;
- mutual trust;
- feeling valued – valuing others;
- consistency;
- consideration;
- fun and humour.

Special Needs

Upwood Primary School is an inclusive school and it must be recognised that some children have complex emotional and behavioural difficulties. After consultation with the SENCo, parents/carers, and the child it might be decided that a behaviour modification programme should be established. This will be detailed in the child's Individual Behaviour Plan (IBP). It may be necessary to involve outside agencies for advice and support.

Parental Involvement

Working together with parents/carers is a fundamental aim of Upwood Primary School and therefore it is important that parents/carers understand the importance that good behaviour plays in the overall academic success of children.

Parents/carers are given the Positive Behaviour Policy and also the Home School Agreement in order to directly involve them in the aims and principles of the school.

Parents/carers are actively encouraged to support their child by hearing about their child's successes and difficulties. They are invited to reinforce our school aims at home.