

Standish Lower Ground St. Anne's C. of E. School

Positive Behaviour Policy

1 Aims and expectations

Our Mission Statement:

**“With God and each other:
Aiming high to achieve our best”**

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, developing positive self esteem and high expectations.

Whole School Rules
Be kind to others. Be aware of others. Be polite. Move sensibly around school. Take care of equipment and other people. Listen then act appropriately.

Classroom	Playground
Consideration for others through: <ul style="list-style-type: none">• Sharing• Helping• Talk quietly when appropriate• Communicate appropriately• Listen• Respect for people and property.• Being kind• Personal hygiene To strive to do our best at all times.	Caring for others by: <ul style="list-style-type: none">• Sharing games• Taking turns• Respecting the rules• Consideration for others

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 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 co operation, show the importance of being valued as an individual within a group and promote, through example, honesty and courtesy. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Examples of acceptable behaviour	Examples of unacceptable behaviour
Participate fully within lessons and activities. Treat classmates, teachers and property with respect. Good manners. Using appropriate language.	Disrupting lessons. Instigating or copying inappropriate behaviour. Violence. Bullying. Destroying equipment or work. Acting inappropriately. Verbal / physical aggression. Lying or telling 'fibs'.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

REWARDS	SANCTIONS
Smile Thumbs up Sticker Clap Certificate Comment on work Work on wall Show good work to Head teacher Give choice Special job Show work to everyone Class choice Special visit Public praise in assembly House points	'The Look' Hand sign Raising of voice from quiet level Tone of voice Brief removal from activity Discussion about reasons for unwanted behaviour Withhold attention Change location within room Last in line Withdraw privilege Threat of note home Note home Sent to another classroom Missing part of playtime Sent to Head teacher

Rewards will be:

- given immediately after earning (or as soon after as possible)
- something the child likes(with negotiation!)
- given consistently
- linked to behaviour targets whenever appropriate
- proportionate to the achievement (small rewards leading to more complex / valuable ones)

Sanctions/consequences will be:

- given immediately after the last warning (or as soon after as possible afterwards)
- something the child feels is a punishment
- given consistently
- linked to behaviour targets whenever appropriate
- proportionate to the transgression (small sanctions leading to more complex / serious ones)

Where appropriate adults in school to discuss with the child why this unwanted behaviour had arisen and how to prevent this in future.

Each week we nominate a child from each class to be '*Superstar of the Week*'.

Each 'Superstar' receives a certificate in the following Monday's school assembly.

Each class has a Positive Behaviour Plan recognising consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The children agree their classroom rules at the start of the school year. These are shared with parents, inviting their comments on the children's agreement on rewards and consequences in forming the contract.

Pupils will be taught behaviour expectations within specific areas:

😬 lining up to enter or leave a room

😬 sitting appropriately on the carpet

😬 voice levels within the different parts of the school and different activities

😬 how to put up their hands to participate in class activities.

Parents will be involved in promoting their child's good behaviour by:

- ensuring their child arrives in time for the school day
- being informed of good behaviour / work their child does within school
- attending parent's evening
- communicating with the class teacher to discuss any issues which arise on a day to day basis.
- supporting the school should disciplinary matters arise

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we ask them to repeat a task.

If a child is disruptive in class, the teacher reprimands him or her using sanctions listed in **2.1.** and below

Each class decides on rewards and consequences for their classroom behaviour plan. Each class has a 'Good to be Green' board; each child has a green, yellow and red card on this board.

If children follow the classroom rules, they receive an amount of marbles in a class jar. The marbles are totalled on Friday lunchtime, counted by the whole class. Various amounts equate to rewards chosen by the class. A small reward is discussed and agreed by the children.

If a child displays unacceptable behaviour, they receive:

- 1) a verbal reminder after a child displaying appropriate behaviour has been praised
- 2) name on the board

3) yellow card

4) red card

3) and 4) equate to a classroom consequence.

After 3 red cards in one week, the parent will receive a letter.

Each class will have between 15 mins and 20 mins Golden Time, each week, for children who have earned this treat.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Each class has an Incidents Record book. If a child threatens, hurts or bullies another child repeatedly, the school will follow the procedures in the school's Anti bullying Policy with a view to improving the behaviour of the child. The headteacher also keeps a log of behaviour incidents, that require special attention, on her computer.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time, if appropriate.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any incidents are recorded by the Headteacher.

2.6 All members of staff are aware of the updated regulations regarding the use of force by teachers, first set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children, or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with the government guidelines on the restraint of children.

3 The role of the class teacher and teaching assistants

3.1 It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced in their classes and that the children in their classes behave in a responsible manner during lesson time.

3.2 The class teachers and teaching assistants, in our school, have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher and teaching assistants treat each child fairly and enforces the classroom code consistently. They treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher and teaching assistants deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the learning mentor, deputy headteacher and/or headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs

of a child and liaise with the Learning Mentor and SENCO and also with LA TESS and other support agencies.

The class teacher reports to parents about the progress of each child in their class, in line with government guidelines, at parent's evenings and through an annual written report. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teachers and teaching assistants help the children to understand about behaviour, triggers (for anger) and "calm down" strategies during SEAL's, PSHE and circle time.

The teachers and teaching assistants are constantly observing the children's behaviour and helping individual children who are showing the early signs of emotional problems that could lead to disruptive behaviour. They also help the children identify these signs and support them in strategies for "calming down".

All adults in school are professional role models for good behaviour

4 The role of the Learning mentor

4.1 The Learning Mentor supports the children to extend their potential by removing "barriers to learning". These barriers may affect their behaviour and relationships with others around them.

5 The role of the headteacher

5.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

5.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

6 The role of parents and carers

6.1 The school actively collaborates with parents and carers, so that children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

6.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the Governing Body.

7 The role of governors

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

7.2 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.

Fixed-term and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance. We refer to this guidance in any decision to exclude a child from school.

8.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.3 If the headteacher excludes a child, s/he informs the parents immediately in writing the same day, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The clerk to the Governing Body informs the parents how to make any such appeal. The Headteacher also informs the Chair of Governors.

8.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. A reintegration interview is held after the exclusion. It is expected that the parent / carer will attend the reintegration interview. The purpose of this interview is to promote the improvement of the child's behaviour, to emphasise the school working with the parent and to find ways forward in addressing the behaviour problems.

8.5 The governing body itself cannot either exclude a child or extend or reduce the exclusion period made by the headteacher.

8.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

8.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Drug- and alcohol-related incidents

9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should come into school to administer the medication. Only if a child has an agreed Medical HealthCare Plan with the school and relevant agencies, can medication be administered on a long term, regular basis e.g. insulin dependent child.

9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. Child Protection and Health Services will be informed.

9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the Child Protection Officer will be informed.

9.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion.

9.5 If the offence is repeated the child will be permanently excluded.

9.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and child protection and social services will also be informed.

10 Monitoring and review

10.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 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 governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

10.5 The governing body reviews 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.

Signed: Lynne France Date: September 2017

Persons with permission to restrain:

All staff have the permission of the head teacher to restrain a child if the situation arises where a child ***does not respond to verbal intervention and may injure him/herself or others.***

The school has invested in 'TeamTeach' positive handling for the whole staff.

Standish Lower Ground St. Anne's C.E. School
Use of Restraint - Incident Record Form

Details of pupil on whom restraint was used (name/class/any disability, Additional Needs):
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Date, time, location of incident:

Names of staff involved (directly or as witness):

Details of other pupils involved (directly or as witnesses):

Description of incident by the staff involved, including any attempt to de-escalate and warnings given that force might be used:

Reason for using force and description of force used:

Any injury suffered by staff or pupils and any First Aid and/or medical attention required:

Reasons for making a record of this incident:

Follow up, including post-incident support and any disciplinary action against the pupils:

Any information about incident shared with staff not involved in it and external agencies:

When and how those with parental responsibility were informed about the incident and any views they have expressed:

Has any complaint been lodged (details should not be recorded here)?

Re Report compiled by:

Name and role:

Report countersigned by:

Name and role:

Date: