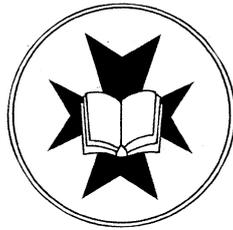


St John's Primary School and Nursery

Policy for Positive Behaviour

September 2016
Review: September 2018



Approved by Governors on: 11th January 2017

Aiming High: Proud to learn together.

Preface

Good behaviour and effective discipline are essential to the smooth running of our school. By all working together we can ensure that we are promoting a happy, caring and secure environment. We also maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community.

Our policy is based on the belief that consistency will ensure the success of this policy.

2 minutes of inconsistency can undo 2 weeks of consistency.

Development:

This policy was revised in September 2016 and will be revised again in September 2018. Because we are always responding to the ever changing needs of our children, this policy will be reviewed every two years.

The purpose of the policy:

- To promote equal opportunities and ensure all children are treated fairly and consistently.
- To encourage the development of self discipline.
- To establish clearly defined and agreed behaviour expectations.
- To have a clear rewards and consequence system.
- To establish good communication between everyone in our school community.

Guidelines:

Our procedures are consistent throughout the school and apply the principles of rewarding the positive but making it clear that negative behaviour is unacceptable. There will always be a consequence or sanction for negative behaviour. Our behaviour consequences go in progressive stages. Positive rewards are given at the Lead adult's discretion where appropriate.

Ethos and Mechanics:

Our Behaviour Management system centres around the zone board system. This is a hierarchical coloured zone system. Displayed in a high profile area of the classroom, accessible to all children:

Gold
Green
Yellow
Red

- The children all have their name on cards. They start the day with their cards in the yellow zone. Whatever happens during the day the children always have a "new day, new start" and their cards return to yellow.
- Good behaviour is then rewarded with the children moving their names up the zone board into green and then consequently the golden zone.
- If the children are then in the golden zone at the end of the day, they receive a golden ticket which is entered into a draw on a Friday, the winner receiving a small treat from the class treat box.
- Negative behaviour results in a move down the zone board. Moves down can happen whichever zone the children are in. If the children end the day in the red zone they will have an appropriate sanction for their behaviour. This could mean missing minutes from playtime or lunchtime, being sent to Senior Leadership for reflection on their consequences or a note home to parents.
- The children will have the opportunity to correct their behaviour throughout the day. If the child still is in red zone at the end of the day, that will usually indicate they have demonstrated persistent negative behaviour.

The positive: rewards.

At St. John's we believe in praising and rewarding good behaviour in a variety of ways. Where every class teacher may have their individual ways of promoting good behaviour within their own classroom, as a school community we have agreed on the following generic rewards.

Pride Points

These are given out by all members of staff for excellent attitude to learning. This may be shown by behaviour around the school, attitude in lessons etc. These are collected in each classroom and counted up by Year 6 pupils at the end of each week. The winning class is announced in Celebration Assembly and earns an extended play time with Mr Barrow.

Good work and behaviour is rewarded in our Celebration Assembly on Friday which ends the week on a positive note.

Effort, pride and respect are rewarded by hierarchical rewards;

- Verbal praise
- Team points
- A move up the zone board and a further move up the zone board
- A note sent home
- Contributing in Celebration Assembly with recognition from the Head teacher and Deputy Head teacher.

Celebration Assembly takes place each Friday. Each class teacher chooses children to receive a Head teacher's Award for pride or respect or effort. Children are sent to the Head teacher or

Deputy Head teacher with their work during the week. This way the certificates are not presented “cold” in the assembly. These certificates are earned on merit and good work is showcased during the assembly.

We also celebrate birthdays and outside achievements.

The Negative; Consequences

Consequences are a result of not conforming to the high expectations of behaviour demonstrated by the majority of the class.

Putting these guidelines into practice requires all adults to be **consistent, firm and fair**. Every adult needs to treat each child the same. This is how we put these sanctions into practice;

- **A verbal warning from our teacher.**
We always explain to the children that the negative behaviour is unacceptable and this warning is stage 1. We ask them not to do it again.
- **A move down the zone board.**
We explain that as they have continued with the negative behaviour this means they are now on stage 2 and they will have to move their name down on the zone board
- **A move within the classroom for time out (1 minute per year of age).**
We explain that as they have continued with the negative behaviour this means they are now on stage 3 and they will have to complete their time out in the defined area in the classroom. The child must always apologise before they are allowed to rejoin the group. We do not interact with the child while they are in time out.
- **A move within the phase to another class.**
As above, but with the child taken to another class, within their phase.
- **The Head Teacher or Deputy Head Teacher is sent for.**
The Senior member(s) of staff will be firm and assertive and make it clear that they are on the final stage. They will be taken away, spoken to about their actions and how they have made the wrong behaviour choices. When the child is calm and ready they may rejoin the group or be given an activity to do away from the classroom. In this instance spending time with a senior member of staff is not a treat.

Sometimes extreme behaviour may warrant a fixed term exclusion if all the above stages have been applied. A decision to exclude is not taken lightly but it is important to send the message that bad behaviour is not tolerated in our school.

Parents of children who regularly end the day on the red zone will be contacted in the first instance by the class teacher and Phase Leader informed.

Children with emotional and behavioural special needs.

Our behaviour policy works for most children, most of the time, however for a small minority of children, with diagnosed conditions, the school must follow the advice of outside agencies. Whilst consequences for extreme behaviour may not be obvious to those not directly working with the child, they will indeed be carried out.

With children who have learning difficulties or particular emotional and behavioural issues, the SENco will also be involved in advising the class teacher, Phase Leader and Leadership Team. It may be felt that the everyday sanctions and rewards are not suitable for certain children and IEPs will need to be drawn up to show alternative strategies being used. The involvement of outside agencies such as EIS (The Early Intervention Service) or The Autism Outreach team may also be involved.

The following strategies may be implemented to deal with serious problems:

- Individual behaviour chart – negative/positive behaviour is logged at intervals throughout the day; the child is involved in discussion and recording; at regular intervals the chart may be seen by a member of the Leadership Team and the child's parents are kept fully informed; as behaviour improves monitor need for chart and discuss with the SENco.
- The child misses a school 'treat' (not curriculum entitlement)
- Partial exclusion eg. lunchtime
- Fixed term exclusion
- Permanent exclusion

Critical Incidents

On rare occasions a child's behaviour threatens the safety of children and/or staff. In such situations adults should:

- Remain calm and attempt to defuse the situation
- Move to a quiet space
- Verbal warning
- If the child refuses to move, team teach strategies will be implemented by trained members of staff.
- If at all possible avoid physical restraint of the child with the behaviour problem.
- Immediately remove other children if necessary to another safe place
- Use the red triangle to summon help from another member of staff to supervise the children who have been removed, then return to the child if safe to do so.
- Use the red triangle to call for a Team Teach trained member of staff –(Adam Lee, Leah Eggleton, Duncan Sharp, Sarah Bull, Lucy Morris, Darren Barrow, Mary Baker, Lydia Tonge and Claire Tennant) who will employ the principles and guidance of Team Teach training.

The only justifications for physical restraint of a distressed child are where the responsible adult judges there is:

A risk of injury to themselves

A risk of injury to people or criminal offence

A serious risk to property or

Risk to the maintenance of good order

It is important to recognise that physical restraint is only ever employed when in the child's best interest and as a result, the child may incur minimal discomfort.

Please refer to the Inclusion Policy and Positive Handling Plans for further guidance.

We expect consistency and good behaviour.....

- **At lunchtimes.** Our Midday Supervisors use the same rewards and consequences as we do in the classroom
- **During Assembly.** The Teacher on duty will use the same rewards and consequences procedure.
- **With whichever adult is in the classroom.** This policy is available for everyone in the school community.
- **From everyone in our school community.** We treat each other and any adult within the school in the way in which we would like to be treated ourselves. Nobody should be subject to physical or verbal abuse of any kind.

Other things we do as a school - 'We are a listening school'

- One of the main things that worries children or constitute negative behaviour is unpleasantness to other children. As a school we have clear stages the children can go through if they are experiencing unpleasant behaviour.
- Included as an appendix to this policy is our anti-bullying policy statement.

- Each class has a network hand of safe people in line with the Taking Care Project. This is five people that the children have chosen from their community who they can turn to if they are upset or worried.
- We liaise very closely with outside agencies such as the integrated disability team, Early Intervention Service, educational psychologists and the school nurse.
- We have a clear home school agreement included as appendix 3.
- We have a clear E-Safety policy and E-Safety Curriculum which encourages safe and responsible internet usage.

We are also working hard on giving the children an opportunity to be responsible and accountable for decisions they make with regards to behaviour.

Our Junior Leadership Team, House Captains and Playground Leaders give the children extra responsibility for ensuring playtime is safe and happy by working on the premise that if children are occupied negative behaviour decreases. The Playground Leaders set up games and monitor playground behaviour. The Junior Leadership Team comment in meetings with staff about their views and opinions on all aspects of school life and are able to make suggestions for improvements.

How Parents can help at home:

- Communicate with school if there are any issues at home which may affect children's behaviour.
- At school we work on the principle that as adults we are in control and not the children. Children feel secure with clear boundaries.
- Set realistic rewards and sanctions.
- Always be consistent and follow through what you say, with definite actions.

St John's Primary School and Nursery.

HOME/SCHOOL AGREEMENT

The Parents/Carers

We shall

- See that our child attends school regularly, on time and properly equipped
- Telephone the school on the first morning our child is absent
- Ensure our children are dressed suitably for school and do not contravene school guidelines on jewellery and extreme hair styles.
- Make the school aware of any concerns or problems that might affect our child's work or behaviour
- Support the school's policies and guidelines for behaviour and anti-bullying and the school ethos of being a "telling" school
- Support our child in homework
- Attend parents' evening and discussions about our child's progress
- Not take our child out of school in term time for family holidays except in exceptional circumstances
- Support any special needs requirements
- Be good role models for our children

Signed _____(Parent/Carer)

The school will

- Care for your child's safety and happiness, leading by example and being a good role model.
- Support your child in achieving their full potential as a valued member of the school community
- Provide a balanced curriculum and high quality teaching to meet the individual needs of your child
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Encourage your child to take care of their surroundings
- Welcome your suggestions for improvement
- Encourage your child to lead a healthy lifestyle

Signed _____(Teacher)

The Pupil

I shall

- Attend school regularly and on time
- Bring all the equipment I need every day
- Wear the school uniform and be tidy in appearance
- Do all my classwork and homework as well as I can
- Be polite, helpful and kind to others
- Look after the school and keep it free from litter

Signed _____ (Pupil)

