

Great Orton Primary School Positive Behaviour Policy

Rationale:

We aim to provide a caring environment in our school where children and adults recognise each other as individuals and who have a right to respect from others for their individuality. By the use of positive reinforcement and good management we expect to establish an ethos of hard work, care, commitment and children taking responsibility for their own actions which helps all members of the community feel positive about themselves, their abilities, relationships, achievements, and their powers of decision making.

We aim to:

- Help children to recognise their own powers of self-discipline in order that they may operate within the school and relate to other people in a caring and confident manner irrespective of age, gender, ethnic group, social class or religion
- Create a safe and welcoming environment for pupils, staff and visitors
- Foster a positive learning environment enabling children to develop the ability to learn independently and work co-operatively
- Promote acceptable codes of behaviour
- Listen with respect to one another and be conscious to never damage another's self esteem
- Be consistent in our approach to positive behaviours throughout the school
- Promote strategies that encourage and enable all children to take full responsibility for their actions

The implementation of these aims must imply that adults working within the school accept a commitment to their collective responsibility for the emotional and social development of all members of the community.

Time and attention must be focussed on positive dialogue (at every level) with children. We must avoid reinforcing negative and attention seeking behaviour by giving it the benefit of our responses, unless we can find no other way to resolve a situation.

Sanctions should not include exclusion from curriculum areas or activities which children enjoy thus depriving them of opportunities for success. Sanctions should also be specific to the child, and not affect the whole class, unless it is a whole class issue.

Objectives:

- To reward and praise children for their positive behaviour e.g. thank you for walking in the corridor, well done for staying on task and working quietly etc.
- To offer the children a challenging curriculum, and stimulating environment and an orderly routine. The curriculum will support the development of positive responses to others, and a sense of responsibility and co-operation e.g. school council, debate, drama activities etc
- To promote the five agreed school rules (written by School Council)
- To promote strategies within the classroom to negotiate agreed rules and/or contracts and re-visit termly
- To maintain a healthy balance between rewards and agreed sanctions, and be consistent in their deployment
- To have high expectations of the children so that they give of their best, value themselves and what they do
- To offer children the opportunity to take responsibility and reflect on their actions. Support children in the development of the skills needed to deal with aggressors by being powerful without using violent or abusive retaliation.
- To promote self esteem, teach children to challenge “aggressors” verbally by using language like “stop it, I don’t like that”, and likewise develop a respect for that challenge from all children
- Encourage all children to be actively involved in the implementation of this policy by helping them to take charge of situations verbally e.g. “you’re supposed to keep the ball at that end of the playground – over there by the gate.”
- To promote home school partnership through home/school contract, the use of home school book where appropriate (see appendix), letters (see appendix) and the recognition that we need to seek ABSOLUTE parental support for our “don’t hit back” policy.

What is positive Behaviour?

Positive Behaviour is demonstrated by pupils when:

- They spontaneously follow rules and routines and match realistic teacher expectations
- They are motivated to learn and take a full part in school life
- They value their strengths and attempt to build on them
- They identify areas for development and work on them with perseverance
- They exercise autonomy in their behaviour and learning, and are able to stop and think before acting
- They relate positively to others
- They can express and deal with their feelings appropriately

- They can talk about their thoughts, feelings and behaviour

To learn these skills, the school environment will aspire towards the following attributes:

- Non judgemental
- Non-confrontational
- Encouraging creativity and problem solving
- Trust
- Encouraging autonomy

Examples of Acceptable Behaviour:

- *Being polite and helpful to all staff, visitors and to each other*
- *Children doing as they have been asked by an adult in charge without arguing*
- *Children being silent when they are asked to be silent*
- *Arriving on time in the morning*
- *Children making it easy for everyone to learn and for the teacher to teach*
- *Walking calmly and quietly around the school*
- *Keeping the school clean and tidy*
- *When in the playground asking an adult(s) on duty to help sort out disputes*
- *A child will avoid getting involved in someone else's dispute*

Examples of Unacceptable Behaviour:

- *Constant interruption during a lesson or assembly*
- *Refusing to work*
- *Refusing to do as the adult has asked – un-cooperative behaviour that makes*
- *Difficult for the teacher to carry out their duties*
- *Preventing others from working*
- *Deliberately damaging property or equipment*
- *Damaging or spoiling the work of others*
- *Rudeness to adults, lying or answering back*
- *Bullying – use or threats (actual or implied)*

- *Leaving the class/lesson/school without permission*
- *Physical attack on another child/adult*
- *Self harm*
- *The use of offensive, abusive, racist or sexist language intended to hurt or upset another*

School rules

These set the boundaries within which the school operates. They are based upon a set of “individual human rights” that include:

- The right to feel emotionally and physically safe
- The right to be happy
- The right to be able to work hard and make progress
- The right to be treated fairly

The school rules will be:

- Reviewed annually in September (School Council) and shared with all the community
- Limited in number (5 max)
- Written in positive terms
- Displayed
- Taught and promoted in assemblies, in class, through SEAL work and reinforced throughout the school year
- Shared with parents each year.

They will be based on

1. *Always trying your best*
2. *listening to whoever is speaking*
3. *asking an adult if you need help sorting out a problem*
4. *caring for people and property (keep your hands and feet to yourself)*
5. *respecting yourself, everyone and everything*

Classroom rules

These should reflect the school rules and will be

- negotiated each year
- displayed in the classroom at child height
- limited in number (Max 5)
- written positively
- clear and realistic
- applied to everyone including adults
- CONSISTENTLY applied

Playground Rules

These are in line with the school rules

Routines

Routines are essential to allow the smooth running of the school and to provide feelings of security to pupils.

Routines will be discussed regularly in each class and there will be a display in every classroom explaining the following:

- Beginning of the day
- End of the day
- Break / lunch times
- Change of activity
- Changing for PE
- Calling a class to order
- Wet play times

It is good practice to have a visual timetable to reinforce the routines and help children to deal with change.

Attendance

We are promoting good attendance by:

- Providing a breakfast club from 8:15 am
- Providing lunchtime activities
- Providing Nurture Areas and associated support for children and families
- Use of Parent Support Advisors
- Use of brain gym and Activate
- Rewards and incentives for good attendance
- Creative and engaging curriculum that enthuse and excite children

Rewards and Positive Strategies

When giving rewards to children we need be very clear and explicit as to why we are rewarding a particular behaviour. We must always be aware of the messages being sent to other children. Effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on appropriate behaviour and fosters intrinsic motivation.

Some children may not respond to teacher's verbal praise. They may find public praise embarrassing. We aim to catch children displaying appropriate behaviour and make a professional decision about the appropriate reward.

We must ensure we are consistent when rewarding behaviour and avoid giving mixed or confused messages to the children.

Rewards and strategies:

- Verbal praise

- Approving nod, look, smile etc
- Private praise
- Public praise
- Individual smiley faces – displayed on class chart
- Stickers, stamps in books, comments on work
- Special chair
- Letters home (see appendix i)
- Circle times
- Celebration assemblies – class assembly, good work assembly, certificate assembly, Golden Book
- Group certificates
- Portfolios of achievement – records of good work, certificates, letters home etc
- Team points
- Special responsibilities either in class or around the school
- Showing work to HT

Useful strategies to change behaviour

- Circle time as a class meeting
- Worry boxes
- Behaviour diary
- Philosophy for children

Sanctions

The following sanctions need to be used consistently throughout the school at all times:

1. Reminder – the adult gives an explanation and a rule reminder and why the behaviour displayed is wrong. It could be verbal or non-verbal

2. Warning with choice – The adult gives the child the opportunity of choosing to behave appropriately or accept the consequence should they continue to misbehave. The choices must be realistic and appropriate at all times
3. A consequence of misbehaving or breaking a school rule is given to the child.

These include:

- 3.i Relocation within the class
 - 3.ii Time out in another class for fixed period of time.
 - 3.iii Discussion with parent with class teacher.
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4. Referred to HT
 - i. Time out with HT. 5W sheet to be filed in. Apology to parent on back of 5W sheet
 - ii. Meeting with parent and HT
 - iii. Home/school book (see appendix)
 - iv. Pastoral Support Plan (see appendix)
 5. Exclusion – fixed period, permanent

All class teachers will keep an interaction file which records:

- Serious incidents and sanctions – date, time, place and persons involved
- Time out
- Copies of 5W sheet/ blue “dear parent” letter
- Letters to parents
- Home school books

Personal situations should also be recorded if they could help to explain changes in behaviour.

It is important that evidence is provided when a child needs outside support from other agencies, and ensure that the school is able to provide the best inclusion programme for the child and situation.

Reasons to use sanctions include all the behaviours listed in the “Unacceptable” behaviour list in this policy.

This is a list of behaviours for which consequences have been agreed. Consequences and starting points for procedures vary according to the age of the child.

Stage 1	The adult gives an explanation and a rule reminder and why the behaviour displayed is inappropriate. It may be verbal or non verbal
Stage 2	Warning with choice. The adult gives the child the opportunity of choosing to behave appropriately or accept the consequence should they continue to misbehave
Stage 3	A consequence of misbehaviour or breaking the school rule is given to the child. The sanction may vary according to the age of child or severity of behaviour: Relocation in class Time out in another class – 5W sheet / red letter home Letter home from CT
Stage 4	Involvement of HT Time out with HT – 5W sheet Letter Home + copy of 5W sheet Home/school book Meeting with HT parent Pastoral Support Plan
	Exclusion – fixed or permanent

Behaviour	Starting stage			<u>Consequence</u>
	EY	KS1	KS2	
Shouting out	1	1	1	<p>a). Time Out</p> <p>First time - child decides when to rejoin the class</p> <p>Second time - Adult decides when child may rejoin the class</p>
Off task and disrupting others	1	1	1 / 2	<p>a). Time out with work. Teacher may write in child's book how long work took to complete.</p> <p>b). If this behaviour continues then time out with 5W sheet in another class (That of a colleague or younger class)</p> <p>c). Time out with Head teacher</p>
Throwing things	1	1	2	<p>a). Child asked to pick object up. If behaviour continues – withdrawal of privilege.</p> <p>If child refuses to pick object up.</p> <p>b) Child asked to consider what should be done (i.e. pick object up?) Time out to think of an answer if necessary.</p>
“Disappearing” and/or running out of the building	3	3	3	<p><u>Early Years</u> Removal of privilege.</p> <p><u>KS1 and KS2</u></p> <p>a). Time out with Headteacher.</p>

Spoiling other people's work	3	3	3	a). Letter home
Taking away/hiding equipment	3	3	3	1. Missed playtimes 2. Letter home
Running in school	1	1	1	Sent back to walk
Abusive Language	1	3	3	<u>Early Years</u> a). Inform parents If behaviour persists – b). Inform HT <u>KS1 and KS2</u> a). Letter home from HT
Defiance	2	2	3	a). Time out b). Letter home from CT
Stealing	3	3	3	a). letter home
Going to the toilet without permission	1	1	1	a). Reinforce need to ask permission.
Graffiti	3	3	3	Wash all markings off.
Causing physical harm to others	3	3	3	For fighting –, letter home + Refer to SMT Other –
Refusal	1	1	3	<u>Early Years</u> explain and repeat instructions <u>KS1 and KS2</u> a). Time out b). Letter home and referral to Headteacher
Answering back			2 / 3	a). Time out b). Letter home and referral to Headteacher
Inappropriate response to adult instruction			2 / 3	a). Time out b). Letter home
Unacceptable standard of work			3	Re-do work during "Golden time"

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Name:

Date:

Class:

What did I do?

Why did I do it?

Who was upset? Why?

Which rule did I break?

What can I do to fix this? If this happens again what will I do?

Have you checked your work and written a letter of apology to your family on the back?

Great Orton Primary School

Dear _____,

Today I had to be asked to leave the classroom during learning time because I chose to

when I should have _____

I understand that I need to deliver this letter to my parents and bring in the slip tomorrow.

From

Great Orton Primary School
Parental Behaviour Letter

Name: _____ Class: _____

I have received and read the letter about my child's behaviour and have discussed this with them. I understand that if this slip is not returned to the teacher my child will stay in at playtime until we have the signed slip.

Signed: _____

Date: _____

Behaviour Management

Adult working in the school should offer models of excellence. We need to make every effort to be aware of different learning styles, our own inconsistencies and the group dynamics within our classes. We need to:

- Check perception and understanding when issues arise
- Use encouragement and positive strategies to promote acceptable behaviour
- Use our voices appropriately, and be careful with the choice of vocabulary
- Ensure consistency, listen to all involved parties (supporting the victim first) and **always** follow issues through
- Empower the children to verbalise what they want to happen e.g. – ask the aggressor to stop teasing them – “Please stop calling me names – I don’t like it”
- Ensure that the learning environment is well organised
- Have high expectations of appropriate behaviour
- Avoid confrontation

We often expect the children who are not used to conforming to ‘be good’ for long periods e.g. all day. We may need to consider splitting the lessons into smaller segments to ensure success, or set smaller targets for which the child can be rewarded, thus feel successful and consequently raise self esteem. Children with a positive self-regard are more likely to achieve, and less likely to engage in unacceptable behaviour.

Curriculum provision

The school curriculum will provide many opportunities for all children to be challenged and engaged in purposeful and meaningful educational activities. Through the implementation of a comprehensive Personal Social, Health and Citizenship Education (CPSHE) scheme of work children will be offered opportunities to build their self esteem, practice decision making skills, look at how relationships change over time and learn to take responsibility for their actions. The development of independent learning and thinking skills will be a focus within the School Improvement Plan (2008/9/10)

The school follows the SEAL programme with half termly themes (see long term planning)

Every class will have regular circle times weekly. Circle time can provide the opportunity for the discussion of important issues such as equality, friendship,

freedom, justice, right and responsibilities. Circle time brings together the children and adults in a positive, encouraging and non-judgemental way.

The school's arrangements for Staff Development

There are opportunities for staff to reflect on current practice and discuss the effectiveness of the behaviour policy. This policy will be reviewed annually within the School Improvement Plan (SIP) and the HT will respond appropriately to issues arising. This may facilitate in training using "in house" expertise or if necessary bringing in outside agencies.

SEN Provision

It may be necessary to negotiate special programmes to modify unacceptable behaviour. This will be done in collaboration with SENCO, SLT and Classroom teachers. This may lead to referral to the Education Psychologist in some cases, and an involvement of outside agencies e.g. Behavioural Support Team, Child Guidance etc.

Anti – Bullying Policy

The policy to support children who are the victim of bullying is followed at Great Orton Primary

See Anti Bullying Policy.

Physical Restraint

The School follows the TEAM TEACH training with regard to physical restraint. The use of physical restraint will only be used in extreme cases where failure to restrain the child could result in physical attack. School staff must act with caution and only staff who have been appropriately trained with physically restrain a child. The guidelines stated in Appendix must be adhered to when restraining a child, and relevant proformas completed. One copy to be sent to the Headteacher to retain in the Restraint Record File and one copy placed in the child's S.E.N. file.

See up to date list in the Staff room

Partnership with Parents

It is the aim of the school to work in partnership with parents. When a teacher has a concern regarding the behaviour of a child, the parents will be contacted at the earliest opportunity. All parents will be asked to sign the Home School Partnership Contract. (see appendix). We value the support of parents and aim to work in partnership through positive dialogue.

Complaints procedure

Parents are asked to contact the school if they have a concern. The process is: firstly the teacher attempts to resolve the matter, then if required the Head Teacher.

If the complaint is unresolved, a parent may make a formal complaint to the Governing Body.

**Criteria for evaluating the success of the policy.
Through monitoring and evaluation procedures and review of the School Improvement Plan the school will discuss the policy annually and making any necessary changes to ensure all children take responsibility for their behaviour and learning at Great Orton Primary and all adults support this approach.**

Adopted by the Governing Body on 21st May 2018

Chair

Headteacher