

Positive Behaviour Policy

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	Print name	Signature	Date
Executive Headteacher	Mr. J. Cooper		
Head of School	Mr K Wheeler		
On behalf of Governing Body			

Governors' Statement of General Principles With Regard to Behaviour

Rationale

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour and Discipline in Schools, 2013).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Positive Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school's Positive Behaviour Policy, though he must take account of these principles when formulating this.

Principles

The governors at Steeton Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Steeton Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community

and in life after school. Clearly, parents will deal with poor behaviour if it is in the home. School will provide support if we feel this behaviour is having a negative impact on your child's education. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour is outlined in the Home School Agreement.

The school rules should be clearly stated in the Positive Behaviour Policy. These should set out expected standards of behaviour and explained to all pupils. The governors expect the rules to be consistently applied by all staff and monitored regularly.

Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Positive Behaviour Policy and monitored for their consistent application and effectiveness.

Sanctions for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Positive Behaviour Policy so that pupils, staff and parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears one may take place e.g. if illegal drugs/ weapons are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Positive Behaviour Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. Governors expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The governors expect the Headteacher to include the following in some detail in the Positive Behaviour Policy:

- a) Screening and searching pupils: the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.

- b) The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained.
- c) The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.

Rationale

At Steeton Primary School we believe that good behaviour is a prerequisite to effective learning and therefore promoting and recognising good behaviour is our ultimate aim. Staff should provide a positive role model for the children whilst teaching them how to exhibit good behaviour and why this is important. Our school rules promote good behaviour, are few in number, clear and consistently implemented. Unacceptable behaviour choices are addressed by establishing the reason for and the consequence of the behaviour including the impact actions may have had on others.

“Every child has a right to learn and every teacher has a right to teach.”

Aim:

- To create a calm, orderly atmosphere in which children feel safe and secure.
- To create an ethos in which individuals feel valued; where personal endeavour is encouraged; where good relationships are developed and where morale is consequently high.
- To have a consistency of approach by all adults with clear guidelines to follow including common language for addressing behaviour and for de-escalation.
- To reward rather than chastise, to praise rather than reprimand.
- To teach moral and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- To provide simple rules / instructions to aid the implementation of positive behaviour strategies.
- To reward good behaviour and sanction unacceptable behaviour encouraging children to reflect on their actions. (see guidance)
- To work with children and parents to address any repeated unacceptable behaviour including severe behaviour.
- Explore every element of the behaviour guidelines before the possibility of exclusion is explored.

Steeton School Rules

- Be Prepared
- Listen
- Do as Asked
- Work Positively Together

The rules are taught to the children at the beginning of every school year and are referred to on a daily basis as a way to highlight both positive and zero-tolerance behaviour. School rules, rewards and consequences are on display in every classroom and communal space.

Monday and Wednesday morning assemblies, alongside Key Stage assemblies, reinforce these rules.

Rewards

Raffle tickets are given to children who make positive choices throughout the school day. These are directly linked to Steeton's school rules. Each Friday, 2 winners are drawn from the raffle and are able to choose a prize.

There will be a celebration assembly held for the whole school each Friday afternoon. 2 'Steeton Superstar' certificates will be presented for each class for outstanding performance that week. This could be for academic performance or for any other area of school life.

Classteachers send 3 certificates home each week for positive behaviour linked directly to Steeton's school rules.

A Headteacher's Award will be presented each week for a child in each phase where appropriate. These will be linked to a whole school focus. Each recipient will attend a breaktime meeting with Mr Wheeler for a celebratory snack!

An attendance trophy is presented to the class with the best attendance each week in Friday's assembly.

Classteachers also give rewards at their discretion throughout the week. These may be for specific tables/groups of children or individuals.

Photographs and/or tweets regarding rewards will be uploaded to Steeton's Twitter account and the school website.

Zero Tolerance Behaviour

Steeton Zero Tolerance Behaviours:

- Disrespect / rudeness
- Not wearing appropriate school uniform
- Not listening
- Not doing as asked
- Answering back

- Getting out of seat
- Shouting out
- Being unfriendly
- Making silly noises
- Disturbing other people
- Being a negative influence

Traffic light system (green, amber, red) to be used in classrooms throughout school from Reception to Year 6.

All children's individual photographs are to be displayed on 'green'.

Sanctions need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest; be prepared to apologise if you have made a misjudgement as we are all human and children like honesty and fairness.

Never give a consequence without following it up.

There must be a fresh start every day – each child begins a new day on green.

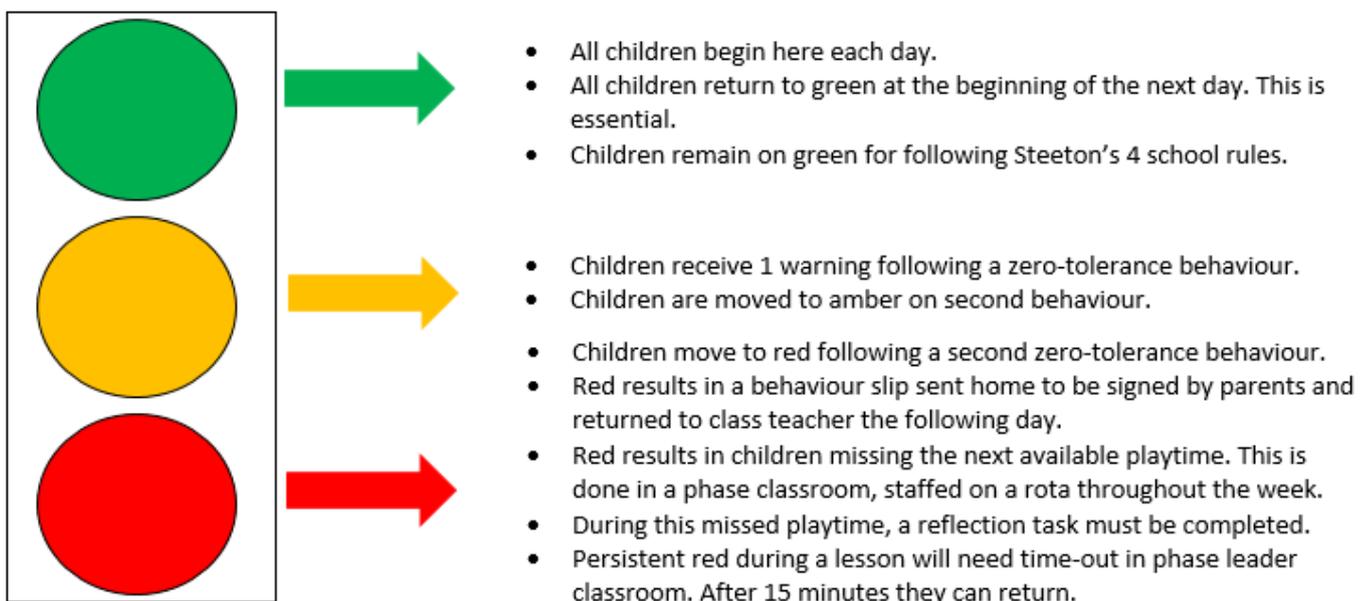
These sanctions are given to a child or a class when children do not follow the rules:

1. If a child displays a zero-tolerance behaviour, they must be given a warning.
2. If they continue to display the same or another zero-tolerance behaviour, they must move their photo to amber.
3. If they continue to display zero-tolerance behaviours, their name will be moved to red.

- **Once a child has gone to red, a red behaviour slip will be sent to parents. This will have to be signed and returned to the class teacher.**
- **They will also miss their playtime in a year/phase detention.**

4. Anyone who goes onto red twice in one week will be given an SLT lunch time detention. Phase leaders will send out detention letters. These will have to be signed by parents and returned to the phase leader before the detention can be taken.

If parents would like school to discuss any behaviour letters that have been sent home, please contact the school office and ask to speak to your child's class teacher or a member of the Senior Leadership Team.



Lunch Time Behaviour

Lunch time behaviours are to be recorded in books held by Lunch Time Supervisors (LTS). LTS must record any children who have been put in the book on CPOMS. Behaviour must be recorded as lunch time behaviour and rule broken (use the category selection buttons at the bottom of the incident report to do this). The child's class teacher and phase leader must be alerted to these incidents when they are logged.

If 5 lunch time behaviours are recorded in a week the children will receive a red slip from the phase leader.

Severe behaviour

Incidents of severe behaviour:

- Injury to others
- Bullying
- Verbal abuse – including swearing
- Stealing
- Damage to property
- Racism
- Fighting
- Persistent non-cooperation

Will be dealt with by a member of the SLT (Mr Cooper, Mr Wheeler, Miss Redman).

Severe behaviour incident 1:

- Logged on CPOMS by member of staff involved/witnessing behaviour.
- Phone call home.
- Letter home.
- Reflection ½ day (or equivalent depending on time of day) – including missing playtime and lunchtime.
- Behaviour plan for 1 week. Plan goes home each evening to be signed by parents/carers.

Behaviour plans to be set with a target for the week. This should be based on Steeton's school rules and be drawn up with the reflection staff member and the child. Each day should have a recording section for each lesson/playtime and a reflection section to allow parents to discuss the plan with their child at home and to note any comments for staff in school if necessary.

Severe behaviour incident 2:

- All of the above plus a full day in Reflect. Automatic enrolment in nurture group with parents'/carers' consent.

Severe behaviour incident 3:

- Fixed term exclusion - usually 2 days

All children return from a severe behaviour intervention with a fresh start.

Severe behaviour incident 4:

- Fixed term exclusion – usually 5 days
- Subsequent severe behaviour results in referral to external services/support.

Parents have the right to appeal a home exclusion and all usual appeal procedures will be followed.

Currently, Steeton cannot provide the capacity to run Reflect.

In the interim, the following system will operate for severe behaviours:

Severe behaviour incident 1:

- Logged on CPOMS by member of staff involved/witnessing behaviour.
- Key Stage Leader informed / Headteacher as appropriate
- Phone call home.
- Letter home.
- Playtime detention
- SLT detention
- Half a day exclusion from the classroom – to work in Key Stage Leader’s classroom
- Behaviour plan for 1 week. Plan goes home each evening to be signed by parents/carers.

Severe behaviour incident 2:

- Logged on CPOMS by member of staff involved/witnessing behaviour.
- Key Stage Leader informed / Headteacher as appropriate
- Phone call home.
- Letter home.
- Playtime detention
- SLT detention
- A day exclusion from the classroom – to work in Key Stage Leader’s classroom
- Behaviour plan for 1 week. Plan goes home each evening to be signed by parents/carers.

EYFS

As children arrive at Steeton having experienced a wide range of pre-school provision, it is important that we allow time for them to adapt to the school and the systems within it. During the first two terms, EYFS will operate the following sanctions:

Children are introduced to the same school rules and zero-tolerance behaviours in September.

Children follow the same sanctions for ‘amber’ and ‘red’ incidents. All incidents are logged onto CPOMS by EYFS staff.

For behaviours which are categorised as ‘severe’ in KS1 and KS2, red alert slips are sent home, but EYFS staff will contact parents to arrange a meeting with them and/or the Head teacher to discuss the behaviours and next steps.

Appendix 1: Anti-Bullying

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

It is everyone's responsibility to try and prevent occurrences of bullying by dealing with any incidents quickly and effectively.

Anti-bullying is promoted in school by,

- Encouraging the caring and nurturing side of children.
- Promoting a positive, respectful, co-operative ethos in school.
- Using assembly, PHSE, RE and registration time to teach positive messages
- Ensure adequate supervision in playgrounds
- Encourage the safe use of technology and teach children E safety messages at an age appropriate level.

We regard bullying as particularly serious and always take firm action against it. We encourage children and parents to work against it and to report any incidents of bullying. Bullying can be physical, verbal emotional or cyber bullying by a single person or a gang.

Incidents of bullying can include:

- name calling
- malicious gossip
- damage or stealing property
- coercion into acts they do not wish to do.
- violence and assault.
- punching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work and equipment
- Sending or displaying offensive messages or pictures
- Using others passwords or accounts
- "Hacking" into others folders, work or files for any reason

Reasons for being a victim of bullying may be:

- race/gender/class
- new child in school
- child with family crisis
- disability or difference of any kind

- children who are timid, unlikely to fight back, loners with few friends, anxious or fearful children, younger children and those outside a group.

Early signs of distress can be:

- withdrawn
- deterioration of work
- spurious illnesses
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for school
- bed wetting

Reasons for being a bully may be:

- victim of violence
- enjoyment of power/creating fear.
- copying behaviour at home or on T.V.
- loneliness

Procedure for Allegations of bullying.

All complaints to go to the Phase Leader and Headteacher, logged on CPOMS.

Incidents are thoroughly discussed with those involved and the details are recorded on a serious incident record sheet with perpetrators made fully aware of the serious implications of their behaviour. Parents are involved and actions taken explained thoroughly. The support that parents can offer will be discussed and recorded.

Strategies for addressing bullying

- Stress that watching and doing nothing is supporting.
- Be aware and tackle any racist or sexist language.
- Give support to both victim and bully. Victim needs self esteem and self value. Bullies need to work with others (co-operation rather than competition). Do not bully the bully, find out why they are bullying.
- Reward non-aggressive behaviour in school.
- Follow up, to support victim and prevent reoccurrence.
- Make clear to parent unacceptability of bullying.
- Use peer group pressure and disapproval.
- Help children to see other point of view, 'How would you feel if...?'

Appendix 2: Racial Harassment

We take racial harassment very seriously and always take firm action against such incidents. We encourage staff and children to be vigilant in recognising and reporting any racist incident. We provide training and education to help to combat such incidents.

Incidents of racial harassment can include:

- Refusal to work/co-operate with peer
- Verbal abuse:
 - names and comments
 - ridicule
 - threats
 - incitement
- Written abuse:
 - graffiti
 - in/on books etc
 - offensive pamphlets/cartoons
- Physical abuse
 - Vandalism/abuse of property
 - Organised racist activity
 - badges and insignia
 - leaflets and other material

Procedure for Allegations of racism.

All complaints to go to the Headteacher.

Incidents are dealt with as soon as possible and thoroughly discussed with those involved and the details are recorded on a serious incident record sheet with perpetrators made fully aware of the serious implications of their behaviour. Parents are involved and actions taken explained thoroughly. The support that parents can offer will be discussed and recorded.