



## ST ANDREW'S CE PRIMARY SCHOOL

### POSITIVE BEHAVIOUR POLICY

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Justice, Respect and Forgiveness in mind.

#### Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's mission statement.

This policy sets out the expectations of behaviour at St Andrew's CE Primary School. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Race Equality Policy and St. Andrew's CE Primary School's mission statement.

#### Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- Enable effective teaching and learning
- Treat all members of the school community with consideration and respect
- Value others and be polite and friendly
- Work hard and try one's best
- Respect the school environment and other people's property
- Respect the culture and beliefs of others
- Promote self-esteem and emotional well-being

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

## **Role of the Pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the school and classroom rules (See appendix 11)
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Talk to a member of staff if they have a concern

## **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate
- Listen to the concerns of the child

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

## **Role of Parents**

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

## **Role of Governors**

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of St. Andrew's as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

## **Positive Behaviour Management**

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy.

### **Guidelines**

Children who make consistently good choices in class and around school are rewarded for their efforts. (see Appendix D - Positive reward system) In addition, the following may be used:

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the adventure playground
- sent to another teacher/Head teacher with work

## **Formulating class rules**

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

## Non adherence to positive behaviour policy - summary of procedures

These procedures assume a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages e.g. child may be given an internal exclusion - Level 2

There may be occasions, however, when domestic circumstances, or the child's disposition, would warrant an internal exclusion (or seclusion) where he or she completes their school work in a designated workspace within school and has their break periods away from their peers.

We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

Level 1	<p>Non-verbal reminder          Verbal reminder of expectations of behaviour and rules (refer to class display)          Verbal reminder with choice of consequences:</p> <ul style="list-style-type: none"> <li>• Praise for choosing to behave</li> <li>• Sanction – 5/10 minutes of break time to be missed &amp; completion of 'Reflection Sheet'. (See Appendix A)</li> </ul>
Level 2	<p>Internal exclusion (Period of time to be spent in 'partner' class. Class teacher must provide work)</p> <ul style="list-style-type: none"> <li>• Record of internal exclusion is to be made (See appendix B)</li> <li>• Parents must be informed</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Second internal exclusion (period of time to be spent in a area away from other children and child to be supervised by a member of staff)</li> <li>• Parents must be informed by the senior member of staff (member of SLT)</li> </ul>

A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENCo and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns. At this point a 'Personal Target Sheet' (See appendix D) is considered.
- Headteacher is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action.
- A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist) and a new plan of action / contract may be created:-

- BSP (Behaviour Support Plan)

- PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.

Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

### **THE TEAM TEACH APPROACH** **~Working together to safeguard children and staff~**

At St Andrew's CE Primary School we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

In order to further develop existing practice, we have decided to adopt the 'Team-Teach' approach as a whole school so that we are more able to fulfil our statutory duty of care to the children and to the staff. This will also allow us to respond to recent changes in government guidance on safeguarding practice that apply when physically moving or holding children.

The Department for Education (DfE) has issued clear guidelines for the use of physical intervention and the use of reasonable force. The school has copies of these guidelines which are available to you upon request.

If you have any questions concerning the use of safe behaviour management that includes physical interventions please do not hesitate to contact the school. You can also seek advice from the Local Authority by contacting:

Peter Wild - Inclusive Practices Development Officer at [Peter.Wild@oxfordshire.gov.uk](mailto:Peter.Wild@oxfordshire.gov.uk)

## Summary of behaviour procedure for Playtime / Lunchtimes

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. All adults must not act upon the information until all areas of investigation have been explored.

- The first focus is on good behaviour with positive comments for those behaving well-being common place i.e. rewarding good behaviour. (see 'Playground Behaviour Awards')

Level 1	<p>Non-verbal reminder</p> <p>Verbal reminder of expectations of behaviour and rules (see playground rules)</p> <p>Verbal reminder with choice of consequences:          Praise for choosing to behave OR          A 'Warning' which will be recorded in the 'Log Book'</p> <p>3 entries in the Log book, <b>within 1 term</b>, lead to a detention.</p>
Level 2	<p>Sanction – 5/10 minutes of 'Time-Out' &amp; completion of 'Reflection Sheet' (See appendix A)</p> <p>Incident recorded in the log book. Class teacher informed.</p>
Level 3	<p>Second 'Time Out' incident (period of time to be spent with a member of SLT). Incident to be recorded.</p> <p>Parents must be informed by the senior teacher.</p>

This procedure assumes a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature, (i.e. violence) then it is acceptable to skip stages.

- Staff co-ordinate after school discussion with parent re: behaviour issue. At this point it may be worth considering a 'Behavioural Support Plan - BSP'. ( See Appendix C)

We expect that early intervention and discussions with parents at an early stage will resolve the issue. Early involvement will make it easier to develop a positive partnership between school and home.

## **St. Andrew's C.E Primary Reward System**

The reward system is to encourage and acknowledge all children who follow the school's expectations e.g. good behaviour, supporting peers and adults with daily tasks and taking responsibility to achieve their personal best.

### **How does the system work?**

- All adults will have dot stickers to award children seen 'doing the right thing'. Children keep the stickers on their jumpers until they return to class. They can then put the stickers on their 50 square chart. (local arrangements in class)
- When children have completed their card they can exchange it for a postcard home to parents and a raffle ticket. The raffle ticket will be put in a box and a draw will take place at the end of term whole school assembly. There will be a limited number of small prizes but all children will have received a recognition award through the postcard home
- Completed cards to be redeemed once a week. Monday playtime - Manser playground. FS and KS1 children to be collected and returned by year 6 children. Please ensure full names and classes are on the reward cards

### **To maintain a consistent approach across the school please ensure the following:**

- Children who ask for a sticker should not be given one
- Stickers must never be taken away for inappropriate behaviour
- Children are awarded stickers for personal best or consistently meeting school's expectations
- Children can fill more than one card over a term and the same system applies
- Any incomplete cards should be carried over to the following term to ensure all children have an opportunity to have their efforts recognised
- Stickers can be awarded by any adult to any child (not just class teachers)
- Try to award children when they least expect it e.g. holding a door open, in the dining hall, lining up.
- Any stickers found on the floor etc must be handed in. Children cannot claim found stickers for themselves

To be reviewed every three years

March 2017

Signed Chair of Governors

## Appendix A

### Reflection Sheet (Option A)

Name: ..... Class: ..... Date: .....

What did you do?

Which rule do you think you broke?

Why do you think you did it?

What will you do to put it right?

What will you do next time?

Teacher comments:

Signed: Staff: ..... Child: .....



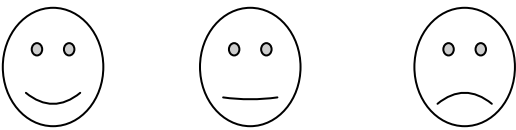
Reflection Sheet (Option B)

Name: ..... Class: ..... Date: .....

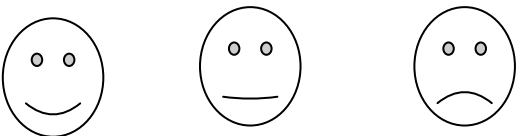
(Above completed by staff if necessary)

Which rule was broken?

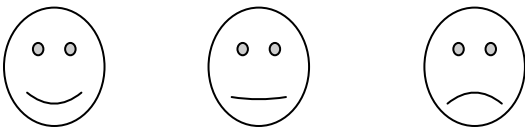
How do you feel?



How does the adult feel?



Is there someone else involved? How do they feel?



Talk with the adult about the choice you made.

Teacher comments:

Signed: Staff: ..... Child: .....

**Appendix B**

Record of Class Exclusion

Please send child's 'Reflection sheet' with child to paired teacher and attach to this form when completed.

NB. On the second exclusion, the child will be sent to a senior member of staff so that appropriate action can be taken.

Child's name: ..... Class: ..... Date: .....

Time: ..... Teacher: .....

Reason:

Receiving Teacher (Initial):

**Second Internal Exclusion**

Date: ..... Time: ..... Teacher: .....

Reason:

Receiving Teacher (Initial):

Action by member of SLT:

Signed: ..... Date: .....

## Appendix C

### **Behaviour Support Plan (BSP)**

The system helps the individual child to set realistic targets for his/herself, and helps them to monitor and record their own progress. This programme is supported by Teaching Assistants and Lunchtime Supervisors as appropriate. Through discussion and comparison of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour.

If a teacher or Phase Leader feels an individual child requires a 'Personal Target Sheet', they need to discuss their concerns with the SENCo and Headteacher. This will then be discussed with the child and his/her parents.

If it is agreed that the child begins a Personal Target Sheet, the class teacher and parents will need to ensure a high commitment to regular monitoring if it is to be successful.

### **Pastoral Support Plan (PSP)**

The PSP will be developed to help individual pupils manage their behaviour. The PSP will have the following common elements:

Is School based

Have a nominated member of staff as overseer

Be automatic for pupils with several fixed term exclusions

Be automatic for pupils at risk of failure or disaffection

Will not be used to replace the SEN assessment record

Will have involved other agencies where appropriate

The programme should be time limited and identify short-term targets

The PSP will be reviewed at a formal meeting every two weeks with parent, HT, SENCo and class teacher  
Selective Exclusion (i.e. off Premises during Lunchtime).

### **Exclusion**

Exclusion is seen as a last resort, after all other attempts to modify behaviour have failed.

Exclusion serves several purposes, including:

- a. To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour
- b. To maintain high standards of behaviour in school
- c. To secure the well-being and entitlement of other children and staff in school

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set by the class teacher. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression / disruption / abuse towards a member of staff/child.

(Exclusion will only be implemented through Local Authority guidelines and advice)

**Appendix D**



**St. Andrew's CE Primary School Reward Card**

Name \_\_\_\_\_ Class \_\_\_\_\_

Number card \_\_\_\_\_ Date Started \_\_\_\_\_



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Appendix E

**Record of Postcard Home**

<b>Pupil</b>	<b>Class</b>	<b>Card Number</b>	<b>Initials and date sent</b>

--	--	--	--

## Appendix F



At St. Andrew's CE Primary School, we expect everyone:

- to show respect for each other, our property and our environment.
- to be responsible for our actions
- to be punctual
- to treat others as we would like to be treated ourselves.
- to be truthful, kind, helpful, friendly and polite.
- to move sensibly and safely around the school
- to play sensibly and safely in the playground
- to value what others have to say.
- to work as a team.
- to include others in all that we do.
- to always try our best and ask for help when unsure

Signed: *Simon Pollard* (Chair of Governors)

Date: July 2017

Review date: July 2018