



Glen Park Primary School

Positive Behaviour Policy

September 2018

Aims and expectations

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 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. We see that the need for good behaviour underpins many areas including:

- Keeping healthy- involves making appropriate choices.
- Staying safe- a safe child is behaving responsibly and all adults have a responsibility to act appropriately around children.
- Making a positive contribution- positive behaviour is modelled and acquired by children as they in turn make a positive contribution for themselves or for the group.
- Enjoying and achieving- good behaviour is essential in the achievement and realisation of a child's potential and from which enjoyment comes.
- Developing economic wellbeing- society expects good behaviour as an outcome of the educational process.

The school has a list of golden rules which the children have created and have ownership of, but the primary aim of the positive behaviour policy is not a system to enforce rules. 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.

Standards of behaviour

In line with our Glen Park Essentials and curriculum drivers, we see that the school has an important part to play in children's social, emotional and moral development just as it does in their academic development.

Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Glen Park Primary, we have a responsibility to work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. The children have created their own set of golden rules which are at the heart of our behaviour policy. These are outlined below:

- I am kind, helpful and caring
- Honest is the best policy
- I respect others and school property
- I try my best and persevere
- I treat others as I want to be treated

The adults in contact with children within our school have a responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- Create a caring, supportive learning environment which promotes and reinforces good standards of behaviour.
- Act as role models by modelling the positive behaviour we wish to encourage among the children
- Have realistic expectations of children.
- Emphasise the importance of being valued as an individual within the group.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all, irrespective of age, race, gender, ability and disability.
- Show appreciation of the efforts and contribution of everyone.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment sends an immediate message to children about the extent to which they and their work are valued. Relationships between teachers and teaching assistants with children, strategies for encouraging good behaviour, arrangements of furniture and resources and classroom displays all have a bearing on the way in which children behave. At the beginning of each academic year, all children are required to sign an agreement to adhere to the agreed golden rules which are displayed in each classroom.

All staff will be positive as a first point of call. We will all

- reinforce correct uniform – no inappropriate jewellery in school; correct footwear (no branded trainers); jumpers not to be tied round waists – wear or hang up; no large hair accessories
- ensure children are moving around the school correctly – calmly, walking not running, positive praise for doing this well, not eating fruit walking around the school;
- promote looking after cloakrooms – all items hung up and put back on pegs properly; all classes to have cloakroom monitors
- create a positive atmosphere for assemblies by - ensuring children who find assemblies difficult are seated in a good place for them, walking in quietly – set the tone before you enter the hall, pick up on any negative behaviours during assembly and classes to leave in a line when teacher has said they are ready.

Classrooms and corridors should be organised to develop personal independence and initiative. The room should be organised so that resources are easily at hand and furniture arranged so that movement around the room and school is easy and safe. Displays should reflect children's work and contribution and the value placed upon it. The overall effect should be to provide an environment that is welcoming with an atmosphere conducive towards learning.

Teaching methods should encourage enthusiasm and a willingness for each child to make a positive contribution. Children should be given opportunities to work in cooperative situations as well as individually; be involved in seated tasks as well as engaged in active practical work and play. They should each have the security of knowing that they have the security of a personal space; their peg, tray or seat. Praise should be used widely in recognition of positive behaviour and contribution and negative behaviour dealt with in a positive way. The strategy should place the child in control of his behaviour and the choices are his to make.

Rewards and sanctions

Our emphasis is always to reward good behaviour in order to reinforce and use it as a model and motivational tool. The most common reward is praise, verbal, non-verbal, informal and formal, to individuals or to a group, publicly or privately. These include:

- Staff congratulate children.
- Children receive reward stickers.
- A child from each KS1 class is 'Star of the Day' which is register generated but this child has special privileges for the day.
- Weekly class nominations to receive the 'Learner of the Week' award
- Head Teacher's prizes to recognise and reward hard work and attainment (1 per term)
- Termly Head Teacher's certificate for effort and progress (1 per class) nominated by the class teacher.
- Termly award for outstanding effort (3 per unit).

Dojos

We use the class dojos system to recognise and reward individual attainment and behaviour. Children are awarded with dojos over the term in recognition of abiding to the golden rules. As these accumulate over time the children can earn the following rewards:

- 25 dojos – certificate
- 50 dojos – postcard home
- 75 dojos – pencil
- 100 dojos – book

Response to positive and negative behaviour

The most sensible strategy is to put the child firmly responsible for his behaviour and in dealing with bad behaviour it should be made clear by every adult that it is the behaviour we dislike and not the child.

Positive and simple questioning strategies should be used that are clearly understood by the child.

Examples:

"Were you behaving appropriately?"

"Were you behaving safely?"

"What were you doing?" and "How will I know that you are behaving appropriately?" "What will you be doing next time?"

Emphasis should be made on the child being in control of his behaviour by the choices that he or she makes.

"Was that a good choice?"

"You have made a good choice." "That is a bad choice." "Make a good choice."

For some children with specific behaviour or learning problems the simple approach above can be used over and over again to reinforce the concept of choice and consequence.

"If you choose to do that then"

Realistically we have to use sanctions when these verbal approaches do not work or the incident of behaviour is severe. **There should be a clear distinction between minor and major offences.**

In the classroom

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Each classroom has coloured coded faces on display to support the implementation of the policy. We employ each sanction appropriately to each individual situation.

- Stage 1** Any negative behaviour is admonished with a 'look'
Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child.
- Stage 2** The child displaying the negative behaviour will be identified and the member of staff will provide a reminder of the expectations/class rules through a verbal warning. The golden rules which are displayed in each classroom will be referred to.
- Stage 3** If the child continues to be disruptive, their name will be placed under the orange face on the board. This will act as a final warning before a sanction is put into place.
- Stage 4** If the disruptive behaviour continues, the child's name will be moved onto the red face on the board – this will result in the child missing their lunchtime and attending lunch club which is administered by a duty member of the school leadership team. The child's class teacher will notify the child's parents that the sanction has been put into place.
- Stage 5** If the child continues to disrupt learning in the classroom after being placed on the red face, a 'Time Out' card will be issued and the child will be removed from the classroom and sent to Mr Hutchings/Mrs Duncan. The child's behaviour is logged on the "Triangle of Sanctions" (see appendix 1) which is monitored by the Headteacher. Parents will be notified of the incident.

In the playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. And follow the agreed golden rules. It is the responsibility of the teachers and teaching assistants on playground duty at morning break to supervise the children and monitor behaviour.

The school employs a yellow and red card system to ensure a safe and positive environment in the playground. We employ each sanction appropriately to each individual situation.

- Stage 1** Any inappropriate behaviour in the playground is addressed in the first instance with a verbal warning where a reminder is given of the expectations of how the child should conduct themselves in the playground.
- Stage 2** If the child fails to adhere to the warning and continues the inappropriate behaviour, the child is issued with a yellow card. This is passed to the child's class teacher at the end of playtime/break time by the duty teacher or MTA. A log is made onto the CPOMs system and it is the responsibility of the class teacher to inform their phase leader/headteacher that the yellow card has been given.
- Stage 3** If after receiving a yellow card the child still acts inappropriately, a red card is issued and the child is sent to the Headteacher or senior member of staff on lunch duty. The child's behaviour is logged on the "Triangle of Sanctions".

The parents of any child awarded a Time Out will be notified of their child's behaviour through a letter sent home on the same day as the recorded incident. In certain cases, extreme negative or aggressive behaviour may result in a fast track through the Triangle of Sanctions – this is at the discretion of the Head Teacher or Deputy Head Teacher. Each child will be given a fresh start at the beginning of each new term.

Parents of any child who persistently disrupts lunchtimes for others may be contacted by the Headteacher to discuss ways of supporting the school. Parents may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact

parents and discuss arrangements. Arrangements will be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

Pupil Support Systems

At Glen Park Primary, we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or with a ELSA (Emotional Literacy Support Assistant) or Learning Mentor. We may also take the decision to refer to an outside agency for additional emotional support. Some pupils may be identified on the SEN register for SEMH or ASD, this policy may be adapted to meet the needs of individual SEN pupils.

Behaviour outside school

Pupils at Glen Park Primary are expected to behave as they would in school when involved in 'extended school' activity, such as breakfast club or homework club; and when on school business, for example on school trips, away school sports fixtures, or out of school learning opportunities. Pupils are expected to ensure their behaviour does not threaten the health or safety of pupils, staff or members of the public and therefore protects the reputation of the school. Poor behaviour will be subject to the school's behaviour policy. For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the Golden Rules consistently. The teacher treats all children in their class with respect and understanding.

The class teacher is responsible for logging all incidents of negative behaviour in the classroom onto the CPOMs system. These logs are used to monitor individual children's behaviour and are used as evidence when reporting concerns to parents about the progress or behaviour of children in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the welfare of a child. The class teacher must ensure that the CPOMs logs are kept up to date.

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 with the Multi Agency Support Team (MAST) or schools Educational Psychologist.

The role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour in the 'Triangle of Sanctions' file which can be located in the Head Teachers office.

The Head Teacher 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 Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate 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.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The school and home can work together to monitor a child's behaviour via a behaviour report card (see appendix 2).

The role of governors

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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Exclusion

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b)) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Glen Park Primary complies with current DFE exclusion guidance (2015)

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher or Deputy Headteacher on the day that the child returns to school to ensure such events don't reoccur.

Fixed term ('temporary') exclusions.

This involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any fixed-term exclusions beyond five days in any one term.

Permanent exclusions.

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher informs the Governing Body about any permanent exclusion. The Governing Body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors- (see DFE exclusion guidance 2015)

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps electronic records of incidents of misbehaviour through the CPOMs programme. The class teacher/teaching assistant record any indecent or negative behaviour into this system and alert key members of senior staff. The Head Teacher and phase leaders monitor all records of any logged incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors provide verbal details of any incident directly to the class teacher.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

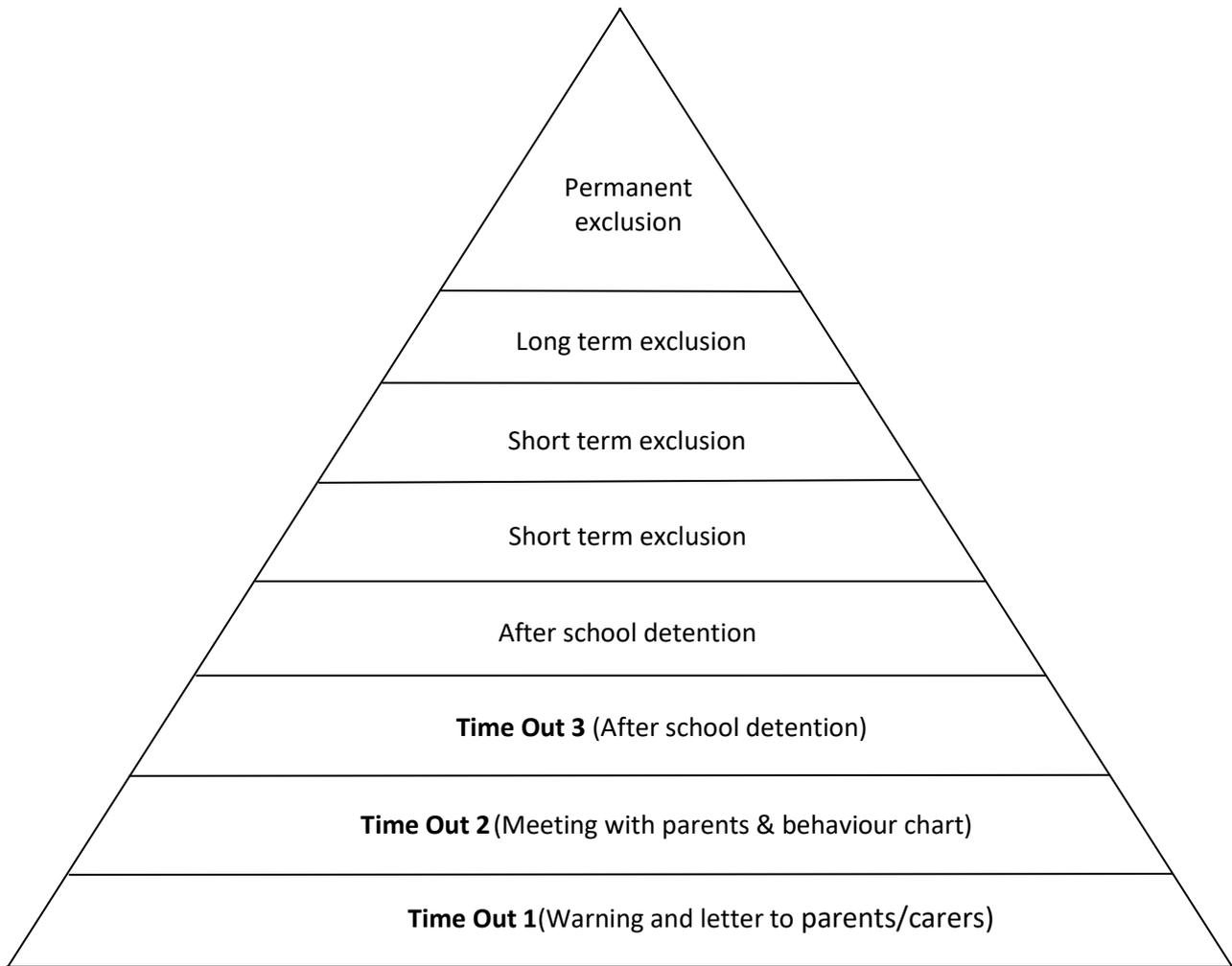
It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy annually. They 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.



Triangle of Sanctions



Name:

Class:

Date	Action	Outcome



Positive Behaviour Report Card

Name:

Week beginning:

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1				
Lesson 2				
Playtime	Playtime	Playtime	Playtime	Playtime
Lesson 3				
Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
Lesson 4				

General comments:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

