

POLICY TO PROMOTE POSITIVE BEHAVIOURS

AVONMOUTH CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

POLICY TO PROMOTE POSITIVE BEHAVIOURS

All staff work consistently towards this vision and this requires a well understood framework of what is considered acceptable behaviour in school. Through our **Christian Values** for Life and our study of **The Rights of the Child** (Unicef) pupils will learn how to respect and care for each other, our school and our environment as well as the self- regulation skills needed for learning and play to take place in a safe, calm way for everyone. We aim to promote children's personal, moral and social development, that will sustain them in the future, and so we can continue our positive, friendly ethos.

Our framework of rewards and sanctions is firmly based in:

1. The Rights of the Child.

- **Article 3:** All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.
- **Article 19:** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28:** All children have the right to a primary education. Discipline in schools should respect children's human dignity.
- **Article 31:** All children have a right to relax and play, and to join in a wide range of activities.

Children are taught that their rights have corresponding responsibilities. In order for everyone to access these rights we also have a responsibility to respect each other's rights.

Each class will use the Rights of the Child to agree a Class Charter – selecting the rights which are most appropriate to supporting their learning and development in school and the corresponding responsibilities.

2. Christian Ethos

Transgression and forgiveness. We encourage our children to reflect and make reparation to restore relationships and regain trust, in order to start a new day with a 'clean slate'. When discussing behaviour issues with children, adults will model respectful listening and always give an opportunity for explanations.

3. Thrive

The school uses the Thrive approach to managing and supporting some children's behaviour and development.

The school has two Thrive Licenced Practitioners who are trained to assess children's development and behaviour, then design and deliver therapeutic interventions that will support child development, build resilience and self-esteem, help children have improved relationships and remove barriers to learning.

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Using the Thrive online assessment tool and working in partnership with teaching staff, LSAs, Senior School Staff and parents, The Thrive Licensed Practitioners will design and deliver a support package tailored specifically for an individual child.

For a child, interventions could include 1:1 work outside of the classroom, group work, adult support during lessons or during breaks and playtimes, or pastoral support on a reactive basis.

4. Guidelines

Children are regularly reminded of the expectations for positive behaviours in class, through assemblies and circle time.

All members of staff are expected to model positive behaviours at all times.

The Inclusion Lead and Learning Mentor (LM) keep an audit of behaviours, which is reviewed regularly with the Head Teacher as part of our safeguarding procedures. The information is used to help inform the LM's caseload. Any repeatedly challenging behaviours can result in a meeting with parents and individual support from the LM.

REWARDS:

It is vitally important that positive behaviours are recognised and rewarded. Children will receive individual praise, house points, stickers, certificates etc. from teachers and support staff, or may be sent to the Head / Deputy Head Teacher / LM / Phase Leader for a reward.

Adults may record any exceptional behaviour in the 'I saw someone' book. In our celebration assembly, on Friday mornings, these children are asked to stand and receive our appreciation for their positive contribution to our school.

Each week a child from each class is selected to receive the Head teacher Certificate in recognition of work, effort or attitude to learning which is awarded in the Celebration Assembly on Fridays. These certificates are also celebrated in the weekly newsletter.

At lunchtimes SMSAs may issue raffle tickets for helpful behaviour. These are also drawn at Friday assembly and children may choose a reward from the box.

In addition to individual rewards, the children will have the opportunity to work together to achieve class rewards. The teacher will award class points which may be for behaviour, effort, attitude, working together. The system of collecting rewards (e.g. marbles in a jar) and the reward will be negotiated by the class teacher with the class. Each class will work towards a reward which may include: extra play time, non-uniform day etc.

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SANCTIONS:

For children in KS1 and KS2:

During lesson time, children are expected to behave positively and follow their Class Charters. Any behaviours which disrupt learning will be dealt with as follows:

1. A verbal warning about behaviour choices and a reminder to follow the class charter
2. A recorded warning about behaviour choices and another reminder to follow the class charter – child's name is recorded
3. A second recorded warning ('yellow card') about behaviour choices and another reminder to follow the class charter – child's name is recorded again
4. A third recorded warning ('red card') about behaviour choices and another reminder to follow the class charter – child's name is recorded again. The child will receive a five minute loss of play.
This will be in the classroom and arranged by the class teacher
The class teacher will inform parents/carers about the child's behaviour choices
5. A fourth recorded warning about behaviour choices and another reminder to follow the class charter – child's name is recorded again. The child moves to a partner class, with their learning, for a maximum of 15 minutes
The parents/carers will be informed about the child's behaviour choices – this may be the class teacher / LM / SLT
AND/OR
A letter will be sent home to inform parents/carers about the child's behaviour choices
6. If the disruptive behaviours continue, the class teacher will send the child to / send for a member of the Leadership Team. The child will continue their learning secluded from class for the remainder of the session.
A letter will be sent home to inform parents/carers about the child's behaviour choices.

(Classes may use the Class Charter Monitoring Chart as a means to record children's names in class – Appendix 1)

KS1 & 2 class teachers will record pupil behaviour outcomes at the end of each day on their class Behaviour Record on the t-drive. This information is used to support school-wide behaviour auditing.

Children will be given the positive opportunity of a 'fresh start' at the end of each session (after morning play and lunch time).

Incidents of extreme defiance, violence or rudeness are considered to be very serious and will be dealt with by the Head / Deputy Head Teacher. A detention will be issued for such behaviour, or a child may be secluded from

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class for a period of time. If this behaviour occurs repeatedly, parents will be contacted by the Head / Deputy Head Teacher or Learning Mentor.

If a child receives two detentions or seclusions in a week, parents/carers will be sent a letter to invite them to a meeting to discuss their child's behaviours and how we can work in partnership with them to help the child.

Should such behaviour occur repeatedly, class teachers, the Inclusion Lead, SENCo, the Learning Mentor and Head/Deputy Head Teacher, may consider the involvement of other agencies in developing a Pastoral Support Plan. Parental involvement at this stage is crucial, as the child will be considered at risk of exclusion.

Any violence towards adults in school is unacceptable and may result in a fixed term exclusion.

Any decision to exclude a child is taken in accordance with Bristol LA Policy on the Exclusion of Children from School & the DfE Guidance on Exclusions from maintained schools, January 2015.

During playtimes, we expect children to follow the 'Rights & Responsibilities Charter' which was created by the children themselves, with the involvement of SMSAs. Our priority is the safety of all our children at all times.

We encourage children to take a problem solving approach for minor disputes by using an established procedure ;

- Tell others to stop – be polite and firm, for instance if a game becomes too rough
- If the problem continues, or is more serious, tell the nearest adult

Year 5 children are trained to be MOPS (Mediators on Patrol) and children are encouraged to take any minor disputes to them for peer mediation.

- Adults may ask children to take 'time out' by sitting on a bench for a set time or restricting the area available for play.
- Serious incidents will be dealt with by the Head, Deputy Head Teacher or Learning Mentor.

Bullying is unacceptable and will be dealt with by senior staff in accordance with our Anti-bullying Policy.

For children in the Early Years:

Younger children are given a verbal warning if their behaviour is not acceptable and then time out, usually on a 'Thinking Chair' with a sand timer, but occasionally in another classroom.

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Additional support:

When a child has been recognised as requiring additional needs to support positive behaviours, the behaviour procedures described above will be supplemented and supported by an Individual Education Plan or a Pastoral Support Plan.

Conclusion

In combination with our anti-bullying, special needs and equal opportunities policies, as well as other guidelines mentioned above, we utilise these procedures fairly and consistently for the benefit of all our pupils and the whole school community.

With the valued support of parents we can ensure that all pupils are given the best possible opportunities to grow and develop successfully as positive learners and individuals within a happy and thriving community.

Complaints and queries about our procedures should be addressed to the Headteacher. If this does not produce satisfaction then they should write to the Chair of Governors care of the school office. A copy of the school's Complaints Procedure is available at the office.

Appendix 1: Class Charter Monitoring Chart

 
CLASS CHARTER MONITORING CHART
<i>I have tried extra hard to follow the class charter and be the best I can...</i>
<i>As a reward for my positive choices and attitude, I will get 5 hps 😊</i>
<i>I am actively following our class charter ...</i>
<i>I have been given a warning about my choices and a reminder to follow the class charter ...</i>
<i>I have been given a second warning about my choices and another reminder to follow the class charter ...</i>
<i>I have been given a third warning about my choices and another reminder to follow the class charter ...</i>
<i>As a consequence of my choices, I will lose 5 minutes of my play time.</i>
<i>I have been given a fourth warning about my choices and another reminder to follow the class charter ...</i>
<i>As a consequence of my choices, I will have to work in a partner class.</i>