



Ashover Primary School POSITIVE BEHAVIOUR POLICY 2017-18

	Date	Minute No.	Review date
Approved by Governors (V1)	01/06/15	1/6/15.14.5	June 2017
Reviewed & Approved (v2) by Governors	04/10/17	04/10/17.22	September 2019
Reviewed & Approved (v3) by Governors			

Principles

In considering all matters relating to behaviour and discipline, the following principles have been agreed:

1. All children have a right to learn and all staff have a right to teach.
2. Children can choose how to behave and must learn to exercise that choice responsibly.
3. All children should be encouraged to be honest about their behaviour, with themselves and other people, and help to learn from their experience.
4. All children should know that they are liked and listened to and will be treated with respect, consideration, politeness and concern.
5. All children should learn that good behaviour has consequences, which may include rewards, and that good behaviour is appreciated and encouraged.
6. All children should learn that inappropriate behaviour has consequences, which may include appropriate punishment, and that following these consequences, a fresh start is available.
7. All children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, the child is not rejected.
8. All children should see that staff have high expectations of behaviour, apply the behaviour code consistently and share the responsibility for maintaining high standards throughout the school and grounds.

At Ashover Primary School we will not tolerate:

- ❖ Bullying, whether verbal, physical or emotional
- ❖ Racism, whether by word, action or attitude
- ❖ Fighting or deliberately hurting others
- ❖ Swearing, gesticulation or bad language
- ❖ Disobedience and refusal to co-operate

It is recognised that inappropriate behaviour often results from disputes among friends and disagreements at playtime. These require sensitive intervention by staff on duty and by classroom teachers in order to promote resolution of conflict and reconciliation. They must not be dismissed as unimportant.

The school does not:

- ❖ Use any form of physical punishment
- ❖ Use blanket punishment of whole groups for the activities of individuals
- ❖ Punish individuals as scapegoats for a group
- ❖ Use punishments that are humiliating and degrading

Responsibilities

The **Governing Body** is responsible for providing a written statement of general principles (as shown in this document) and may offer guidance to the Head Teacher in relation to particular matters.

The **Governing Body** accept that it has a key role in influencing the ethos of the school - its general atmosphere and philosophy, and hence its standing in the local community.

The **Head Teacher** is responsible for regulating the conduct of pupils, agreeing with rules and guidelines with staff and keeping them under review. The Head Teacher is also responsible for ensuring the Behaviour Policy is known within the school and applied reasonably.

Class Teachers are responsible for their pupils' pastoral welfare and the particular needs of the children in their class.

All members of staff are responsible for applying the Behaviour Code fairly and consistently within their own area of responsibility and throughout the school.

The Behaviour Code in Practice

As a member of Ashover Primary School you have a **RESPONSIBILITY**

- ❖ To let others get on with their work and play
- ❖ To work to the best of your ability
- ❖ To respect and care for others
- ❖ To listen and respond thoughtfully when being spoken to
- ❖ To be honest and truthful at all times
- ❖ To show care and consideration for the school environment
- ❖ To tell a member of staff if you see someone being treated unkindly

As a member of Ashover Primary School you have a **RIGHT**

- ❖ To get on with your work and play
- ❖ To be yourself and proud of your achievements
- ❖ To be treated fairly and with consideration
- ❖ To express your views in an appropriate manner and know that you will be listened to.
- ❖ To feel happy, safe and confident
- ❖ To tell a member of staff if someone or something is causing you problems

As a member of Ashover Primary School you are expected to follow our **RULES**

- ❖ Be polite and courteous to all others
- ❖ Show respect and consideration to all others
- ❖ Behave sensibly and responsibly around school
- ❖ Keep hands and feet to yourself
- ❖ Walk quietly and sensibly in and around school - left hand side of corridors
- ❖ Wear full school uniform
- ❖ Act on and follow instructions first time

They apply in lessons, at playtimes and at going home time.
They apply with teachers, support staff, midday staff and all other members of the school community.

They underline our desire for children:

- ❖ To be happy and confident in school
- ❖ To choose good behaviour at all times
- ❖ To be assertive rather than aggressive.

In addition to the Behaviour Code class teachers devise their own specific instructions and guidelines for classroom procedure and management. Children should play a part in devising these instructions which should then be displayed prominently in the classroom.

Playground Behaviour

During morning break and afternoon break all children share the one large playground. During lunchtime, Reception children play in their outdoor area. The playground is given over to games and activities during these times. There is a variety of playground equipment, which is used on a rota basis and this is collected in at the end of the session. Abuse of this equipment will result in the child being prevented from using it for the remainder of the session. If the abuse persists then the child will not be allowed to use any of the equipment for the remainder of the week. Where the abuse is widespread then no equipment will be made available for a fixed period of time.

Children may sit at the picnic tables for conversational periods, they are not to be used for climbing on.

Children who persistently misbehave during playtimes will be sent to the 'time out' area to cool down. This sanction should only normally last for five minutes at the most.

Children are encouraged to play in the area that is most suited to their needs.

If children wish to go to the toilet during break, doors are open for them to access facilities.

Dining Hall Behaviour

We aim to promote respect for all members of our school community and with this in mind, we have the following rules for the dining hall:

- We line up calmly
- We walk carefully through/to the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good manners

Midday Meals Supervisors award raffle tickets to children who display good behaviour lining up, going into and within the dinner hall. Four children are selected each Friday to sit on the 'Golden Table' with a friend as a reward for this respectful behaviour.

Rewards

Our policy seeks to promote and supportive positive behaviour.

To encourage this, the following system of rewards is in place:

Rewards include:

- ❖ Plenty of praise for individuals and groups, quietly or in front of the class.
- ❖ Stickers.
- ❖ Written comments on work.
- ❖ Sharing achievements and work with the class, other teachers or the Head Teacher.
- ❖ Mentions in school assemblies - eg Golden Book, end of term awards.
- ❖ Class Dojos.
- ❖ Attendance.
- ❖ Maths, English, Science/creativity and I am Learning awards are presented each 'big' term.
- ❖ Texts/emails/messages to parents.

This list is not exhaustive and class teachers have the right to implement class rewards according to specific cohorts.

Class dojos

Following a whole school trial, class dojos are awarded to celebrate positive behaviours. It was agreed that there should be some standard and consistent dojo awards across the school and some which should cover specifics within each class.

The agreed awards:

- Great manners (smiley face)
- Helping others (shake hands)
- On task (square with tick)
- Super listening (thumbs up)
- Teamwork (three bodies)
- Homework (back pack)
- Work in books (exercise book)
- Resilience (crossed plasters)
- Moving around the school (boot)
- Active Learner (lightbulb)
- Respecting property (heart/art palette)

Dojos are collated for each house during Friday assembly - additional playtime is awarded to the house with the most class dojos earned.

Golden Book Award

Every Friday, one child is chosen from each class to acknowledge a particular achievement. This could be with regard to behaviour, manners, other non-academic things or academic studies. Children are given a certificate in assembly and a message is sent to parents

Strategies for Classroom Misbehaviour

Sanctions for unacceptable behaviour should always come from the class teacher. Each class will have its own negotiated code of behaviour which will have been drawn up by the teacher and children together as part of our Investors in Pupils initiative.

The teacher, or teaching assistant, should explain to the child why their behaviour is inappropriate.

In all classes there will be a child identified as 'Star of the Day'. Children can gain this award through their hard work and good behaviour. This will be shared with both pupils and parents by the class teacher. Children who also work hard can also receive raffle tickets. These will go into a box with their name on and one will be drawn at the end of each half term. The child drawn will then choose a reward.

If behaviour is inappropriate and children persist in their behaviour after being spoken to then the following sanctions will be put into place:

- ❖ Miss 5 minutes playtime
- ❖ Miss 10 minutes playtime
- ❖ Miss 15 minutes playtime
- ❖ Go to another class to work for 10 minutes
- ❖ Sent to the Head Teacher

During this time the child may be asked to do work within class or sit and watch children outside at play and identify 3 star behaviours and give reasons why these have been chosen. The children identified will then be given a raffle ticket each by the child.

With children who persistently misbehave, parents should be included at an early stage and care should be taken to keep all exchanges positive, with an emphasis on sharing the problem and solving it together. One possible strategy for a behavioural improvement programme for serious/persistent offenders could be the use of a diary to a common format.

If the behaviour of a pupil is part of an IEP, accompanied by a Behaviour Support Plan, then the targets should be small and manageable and agreed with pupil and parents. Behaviour procedures for children with such needs as ADHD or autism for example, should be adapted to meet the needs of the child.

If the behaviour of a pupil continues to be an issue, advice and support should be sought, through the SENCo, from the Behaviour Support Team or any supporting agency.

It is recognised that the Midday Supervisors play an important role in the promotion of playground harmony. The way they speak to and interact with the children will largely determine the response of the children. The Midday Supervisors are encouraged to give out House Points for good behaviour and manners. The Midday Supervisors should immediately inform the Senior Midday Supervisor of any concerns, worries or problems they may have. These will then be passed on to the Class Teacher or Head Teacher.

Exclusion

If, in the opinion of the Head Teacher, the child's misbehaviour is serious enough then the child may receive a fixed term exclusion. The procedures that should be carried out should follow government and local authority procedures.

Bullying and Racism

This school does not tolerate or condone any form of bullying. Staff should refer to the school's Anti-Bullying Policy. All instances of bullying and racism will be dealt with in accordance with this policy.

Monitoring Behaviour

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators.

- ❖ INCIDENT LOG - staff complete behaviour forms and hand to the Head Teacher. Trends are identified and individuals that appear frequently are monitored closely and formally on a termly basis.

The Head also records parental contacts, concerns and requests and aims to follow them up within two working days. This task may be delegated to the class teacher. Trends are identified on a termly basis.

- ❖ RACIST LOG - The Head keeps a log of all reported incidents of racial language or attacks. Trends are identified on a termly basis and an annual report is made to the Full Governing Body.
- ❖ Lunchtime behaviour is monitored by the Senior Midday Supervisor and misbehaviour is logged. It is reviewed with the Head at regular meetings with supervisory staff.
- ❖ Exclusion data is noted and monitored by the Full Governing Body. Figures are formally reported on an annual basis.
- ❖ The full Governing Body receive an annual report on the operation of the Behaviour Policy.

Success Criteria

The Behaviour Policy will be operating well when:

- ❖ There is a happy atmosphere in which everyone has the opportunity to do their best.
- ❖ Everyone shows respect for themselves, each other, property and the environment.
- ❖ Everyone co-operates with everyone else in a polite, considerate and helpful manner.
- ❖ There are equal opportunities for all.

Appendix

- ❖ Good Classroom Practice
- ❖ Elements of Effective Practice
- ❖ Behaviour Diary

Good Practice

Acceptable standards of behaviour, work and respect depend upon the example of us all. Each of us has a positive contribution to make.

Good order has to be worked for, it does not simply happen:

- Endorse by actions and words the School Code of Conduct
- Set high standards
- Apply rules firmly and fairly
- Expect to give and receive respect
- Treat everyone as an individual within the school community

Relationships are vital: relationships between every one and at every level. Take the initiative.

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

Expect to deal with all misbehaviour in the manner which is most appropriate to the situation. TO IGNORE IS TO CONDONE.

‘Problems’ are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is judged not by the absence of problems but by the way we deal with them.

- Avoid confusion
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly

All informal contact contributes to standards of behaviour. Help to establish and maintain that standard by taking the initiative at every opportunity. Expect to:

- Start the dialogue
- Greet pupils
- Set high standards of speech, manners and dress
- Enjoy relating to pupils and show this enjoyment

Create and sustain a positive, supportive and secure environment in the classroom. Well prepared, stimulating lessons help to generate good behaviour and earn respect. Expect to:

- Arrive before the class
- Begin on time
- Be prepared for the lesson
- Extend and motivate pupils
- Mark all work promptly
- Be constructive in comments
- Keep an attractive, tidy room

- Use first names
- Have interesting, interactive displays

Do all you can to avoid:

- Humiliating it breeds resentment
- Shouting it diminishes you
- Over-reacting the problems will only grow
- Blanket punishments the innocent will resent them
- Over-punishment never punish what you can't prove
- Sarcasm it damages you

Never leave pupils outside rooms for long. This should only be used as a short term 'cooling off' period when other strategies are not appropriate. The 'problem' needs a solution not complicating. Seek help if you need it. Do all you can to:

- Use humour it builds bridges
- Keep calm it reduces tension
- Listen it earns respect
- Be positive and build relationships
- Know your pupils as individuals
- Carry out any threats you have to make
- Be consistent
- Be fair

Insist on acceptable standards of behaviour, work and respect. Expect to:

- Encourage pupils to follow the classroom expectation procedure
- Apply school rules uniformly
- Work to agreed procedures
- Follow up problems to their conclusion

If, after trying, you cannot resolve a problem, discuss it with either the Head or Assistant Head.

All staff should recognise pupils' achievements and celebrate them in the most appropriate way. This may be by using some of the following:

- A quiet word from another member of staff
- Using the Rewards system (see separate information)
- Inform a member of the SMT
- Inform home by telephone/letter / text
- Display of work
- Other appropriate system which has been agreed with an individual pupil

Cleanliness, attractive rooms and well kept grounds are essential features of a civilised community. The visual impact should be attractive and stimulating. Litter, damage and graffiti have no place here. Accept only the highest standards of cleanliness. Expect to:

- Insist on a clean room
- Teach tidiness, encourage tidiness
- Leave furniture in place after lessons

- Keep displays fresh and attractive
- Keep your desk, shelves and cupboards tidy
- Report damage immediately to the Site Manager

Before a class leaves the room, chairs should be put on top of tables.

At the end of the day, chairs should be placed on desks to assist the caretaker. Small items of 'rubbish' - pencils, books etc should be picked up by the pupils.

Elements of Effective Practice

- Good relationships are crucial in promoting respect. This involves a culture of open discussion and responding to older pupils as young adults.
- Early intervention is the key to prevention.
- Rules need to be simple, consulted on and clearly communicated.
- Good behaviour has to be worked for and rewards need to dominate our sanctions.
- Working hard to avoid labels and give fresh starts is an effective strategy
- Effective teamwork and staff training need to be given prominence
- Regular reviews of policies and practices are crucial to success
- It is realistic to recognise that managing rather than curing behaviour is a positive outcome.

Behaviour Diary

- A behaviour diary is a working document for the child, teacher and the parent/carer. It can be completed either daily or after each session depending on the child.
- As a working document it is often found to be more successful when filled in together with discussion encouraged.
- During discussion and use of the diary the child needs to be aware of their expected target and must understand any possible consequences if the target is not achieved.
- A system or reward is sometimes an effective strategy to encourage good behaviour; therefore small steps are often required to provide realistic goals for the child/children.
- Where appropriate, good behaviour needs to be recognised and praised.
- Where unwanted behaviour is evident, an explanation as to why it is inappropriate will develop the child's understanding. A possible strategy can then be agreed.
- Where unwanted behaviour is persistent, an alternative may be introduced.

- For a behaviour diary to be effective it must be used consistently and in conjunction with parents/carers.