

Cornholme J.I & N School

Positive Behaviour Policy



An orderly and well-mannered atmosphere is an essential part of any learning environment. Children and adults have a right to expect standards of behaviour which allow teaching and learning to take place, and which make school a happy and secure place for all.

Aims

To provide a welcoming, stimulating and supportive environment where the children learn respect, independence, responsibility and self-discipline.

To ensure that standards and expectations regarding behaviour are consistent and accepted by all adults working in school.

To ensure that all children are aware of those behaviours' which are desirable and those which are unacceptable.

To provide agreed and consistent reinforcements for desirable behaviour, and agreed and consistent responses for dealing with unacceptable behaviour.

To ensure all children are aware of the response to unacceptable behaviour and therefore are able to make informed decisions about their own behaviour.

To provide a system of support for all staff in school, with regard to those behaviour problems which cannot be dealt with within the classroom.

To make it clear to children, staff, parents and governors that when bullying occurs we will work as a community to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

GUIDELINES

We should all adhere to the following advice:

- 1.Prevention is better than cure - find time to routinely remind children of our expectations of their behaviour (see Appendix 1).
- 2.Explain the reasons for our expectations - Health and Safety, consideration for others etc. Children are more likely to respect our expectations if there is a reason for them.

3. Praise examples of and model good behaviour at every opportunity.
4. Certain individual children will continue to need individual programmes of behaviour modification, which should be discussed and agreed with them
(see Appendix 2).
5. Treat children as you would expect to be treated by them. Shouting and being sarcastic is unacceptable adult behaviour.
6. It should be remembered that it is the behaviour that is unacceptable **NOT** the child. Focus on the positives.

It **DOES** work if **EVERYONE** is consistent.

In the classroom

We expect a calm working atmosphere in the classroom with children on task, speaking quietly, and moving sensibly around the room when necessary. We expect an orderly classroom, where equipment is well looked after and where children play an important part in the tidying and organisation of their room. This should reflect on the children's attitudes and behaviour. We expect staff to promote positive behaviour through the agreed system of rewards. This raises the self esteem of the children both individually and as a group.

Moving around the school

We expect children to move around the school in a sensible, quiet and orderly fashion. They should walk at all times. **Unacceptable behaviour should be challenged by all staff and dealt with immediately.** The child should always be given the opportunity to explain their behaviour. Children should always be encouraged to develop self-discipline and to take care of others and the building.

In the playground

Our aim is to encourage positive, friendly social interaction and the enjoyment of non-dangerous games.

(If a child is on an individual plan it may name staff who will deal with incidents)

Lunchtime

The above information relates to all playtimes including lunchtimes and children should be reminded of this. Unacceptable behaviour will be referred for Senior Mid-day supervisor to deal with in the first instance.

Notes about an incident to be added to Copy books and to be put on teachers desk at the end of lunch time for their information and monitoring.

The system for lunchtimes is covered in the **Mid-day Supervision Policy**

MANAGING BEHAVIOUR

When managing the behaviour of children, the attitudes of adults are very important. We all give messages to children about how they are valued by the way we deal with them in and around school. Children learn from the example we set them, so we must set them an excellent example.

Children should be encouraged to show politeness and respect to each other and to adults who help them and adults are expected to show politeness and respect to children and each other, and to remember that:

Everyone in our school is important and should be respected.

We promote good behaviour and positive feedback to children at all times from all staff in the school. Through individual merit systems in all classes, children are rewarded for good behaviour, effort and attention. Each class is highlighted in an 'Appreciation Assembly' on a fortnightly basis. This allows for positive feedback in front of the whole school with the presentation of certificates. Exceptional behaviour is rewarded with a Head teacher's Award at this assembly.

From Year 1 all children are in "houses" (organised by the School Council) and can be awarded House points

Playground Rules for FS, KS1 and KS2

The following behaviours are unacceptable:

- Fighting or threatening others with violence, provoking or supporting physical violence, play fighting, playing dangerous games or bullying
- swearing
- climbing
- picking up and carrying other children, disobeying or being cheeky to staff on duty
- leaving the premises

Children should:

go to the toilet before going out to play, ask to go to the toilet if they have forgotten, walk to and from the toilet
play sensibly and with care
stop and apologise if they bump into someone
treat others with respect

Children should not:

climb up railings or fencing
stand on the wall
pretend to fight
play on the ramps

Adults on duty should make sure that they know the rules so that we all give the same message to the children during playtimes.

Positive Reinforcement

KS1 & KS2 – Children are nominated for the ‘Golden Box’.

KS1 & KS2 - Certificates can be awarded in assemblies for playing friendly games etc.

Sanctions

Children who misbehave at playtimes could:

- walk round with the adult who has spoken to them, holding their hand if this is appropriate
- be isolated from the other children
- miss playtime/ dinnertime or part thereof. (Age appropriate)

Class Rules

Class teachers are responsible for the standards of behaviour in the classroom. Class rules will reflect these standards of behaviour. The following behaviours are agreed as unacceptable:

- Hurting others - verbally or physically
- Disrupting the work of others
- Disrupting the quiet smooth running of the classroom
- Refusing to obey the instructions of the adult in charge
- Verbal insolence or swearing
- Any behaviour, which may endanger the child or others

In the interest of discouraging violence of any kind and in making clear the values of the school, children are not allowed to bring to school weapons or toy weapons of any description.

Each class teacher should initiate a discussion in order to set a small number of positive rules, to be displayed in the classroom. In the case of young children the rules can be displayed pictorially. The children should be reminded of those behaviours that contravene the rules.

Positive Reinforcement

Rewards

Rewards are used regularly throughout school and can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. This will:

- Raise self-esteem
- Create a supportive culture
- Enable children to appreciate their strengths
- Enable children to recognise the success of others

Rewards used include:

- verbal praise
- adult/peer acknowledgements
- stickers/stars/stamps
- class rewards
- weekly 'Star of the Week' certificates
- letters home from head/ notecards from teachers
- house points / dojos
- sent to another teacher with work/Head teacher
- written comments on work
- extra privileges
- displays in class
- celebration assembly

School Council

Two representatives from each KS2 class will be invited to discuss and offer ideas to solve issues affecting the life of the school.

Awards from each class will be presented in Friday assembly.

Class Monitors/Playleaders/Yellow Hats

Children from Year 5/6 will be chosen to watch over the children during playtimes.

Circle Time

This is a chance to discuss personal development and where good behaviour can be reinforced.

Mentors

Year 6 to help and set role model for younger children with behavioural problems.

Sanctions.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for some sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The class level sanctions are in sequential order; at whole school level the Headteacher has the power to exclude a pupil at any point based on disciplinary grounds.

1. Teacher gives whole class a reminder of positive behaviour expected in the classroom.
2. Teacher gives a non-verbal signal to alert disruptive child.
3. Continued disruption in the lesson – quiet reminder of classroom rules linked to Rights and Responsibilities.
4. Further disruption of the lesson will lead to a verbal warning using the language of choice. “If you choose to continue to xxxx, you are choosing to move to work on a table on your own”

(Children working in groups to be sent back to class)

5. Continued disruption a. Child will be moved to work at a table on their own. – teachers will use the language of choice consistently to carry out and explain the move. “You have chosen to continue to xxx and so you have chosen to move to work on a table on your own b. Child is offered or can choose to request use of a Thinking Chair – if this is appropriate to their age (Thinking Chair: maximum of 10 minutes, maximum of once per day)
6. Further disruption – Child receives a further sanction. These may include-
 - Move down the ladder/Loss of dojo
 - Removal of playtime or part thereof.

These may be recorded in the class behavior book/CPOMs (if regular pattern occurring).

7. Child sent to paired class with work to do. The child's class teacher may need to use a member of support staff to supervise this if it is simply too disruptive for the receiving teacher and necessary that the pupil works outside the classroom

Pairs:

- Y4-Y6
- Y2-Y5
- Y3-Y1
- FS – within team as necessary

If sent to another class, teacher must record this on CPOMs, inform parents (planner) & SLT. (SLT to acknowledge through CPOMs)

8. When a pattern of persistent breaches is noted, the teacher will invite parents in to school to meet with them to plan strategies to improve behaviour together.
(meeting date, outcomes and a review date to be logged on CPOMs).
9. If after the review date, there is no significant improvement and persistent breaches of the behaviour policy continue, SLT will arrange a further meeting with parents and class teacher to discuss the possibility of an individual behavior plan. At this meeting, the following sanctions may also be discussed/actioned:

Internal seclusions – working away from other children, being unable to go out with peers at break time or lunchtime (staff will endeavour to build in some break time at a different time)

Removal of privileges such as school sports/ trips off site/ responsibilities, etc

Lunch at home – planned with so child can cope e.g. end of the week

Fixed term exclusion

Permanent exclusion

(meeting date, outcomes and review date logged by SLT on CPOMs)

An exclusion is seen as a last resort after all other attempts to modify behaviour by restorative intervention, and adjustments within the organisation to meet the needs of the child, have failed. It is hoped that exclusion will rarely, if ever be needed. It will however, be necessary to have the option to exclude any child who remains unable to discipline themselves after all other approaches have been tried and is still therefore, disrupting the learning environment, or posing a danger to others.

If the Headteacher decides to exclude a child, to secure the well-being and entitlement of other children and staff in school, this will be carried out in accordance with Local Authority guidelines.

Most Sanctions are not carried over to the following day.

Usually children start each day with a clean slate.

APPENDIX 1

THE GOLDEN RULES

We have developed 'Golden Rules' which cover all aspects of behaviour in school. In addition to these whole-school golden rules, at the start of each year every class will agree their own behaviour charter and routines for their class.

THE GOLDEN RULES

**WE KNOW OUR SCHOOL IS IMPORTANT
AND EVERYONE MATTERS.**

RULE 1: We work hard and play sensibly.

(We don't waste our own time or that of other people.)

RULE 2: We are gentle and kind.

(We don't hurt others.)

RULE 3: We listen and think.

(We don't interrupt.)

RULE 4: We are polite and helpful

(We don't hurt anybody's feelings or use bad language.)

RULE 5: We are honest and truthful.

(We don't cover up the truth or tell lies.)

RULE 6: We look after things and keep ourselves safe.

(We don't waste or damage things.)

Rule 7: We listen to all adults who help us and follow instructions

SMILE AND BE HAPPY

We believe that children should be rewarded for behaving appropriately.

APPENDIX 2

CHILDREN WITH SPECIFIC BEHAVIOURAL DIFFICULTIES AND INDIVIDUAL BEHAVIOUR PLANS

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we **achieve fairness by meeting each child's individual needs rather than by treating every child the same**. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour.

In some cases, it may help the child if they have an individual behaviour plan. These plans are based on a wide range of evidence gathering including observations of the child in class. Such plans are usually prepared by the class teacher and the child in consultation with the SENCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

Children who may possibly leave the school premises without permission will be covered by specific strategies and arrangements agreed with parents and the child as part of their Individual Behavior Plan.

Our overall aim in this process is to produce a happy, safe and secure environment for all children. We want them to be valued as an individual and for the child to take responsibility in managing their own behaviour.

Teachers have the right to teach and children the right to learn.