



Starks Field Primary School

Positive Behaviour Policy

Signed By Chair of Governors: _____ Date: _____

Headteacher: _____ Date: _____

Last Reviewed: September 2018

Review Date: September 2019

This policy should be read in conjunction with the:

- *Anti-Bullying Policy*

This is Starks Field Steps for ensuring positive behaviour policy:

At Starks Field we expect all of our pupils to come to school with positive attitudes and high expectations. We believe that every child and every adult at our school has the right to feel happy, to feel valued and to be treated with respect. Positive and desirable behaviour is a responsibility of everyone involved in our school. Positive classroom behaviour is as important as positive playground behaviour. At Starks Field Primary School our aim is to create an environment, physically and emotionally, where everyone feels safe and secure, where we can all meet the challenges each new day brings.

This policy will help to reinforce our positive school ethos. It will clarify how we reward children who help promote positive behaviour and how we will deal with inappropriate behaviour.

Our Code of Conduct helps all the people in our school understand what sort of behaviour is considered to be appropriate. Pupils, staff and visitors to our school are expected to follow the whole school code of conduct:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

We will use rewards as an incentive towards good behaviour:

- Golden time
- Team points

We will deal with inappropriate behaviour by following the guidance set out in this policy. In some cases continuing anti-social behaviour or deliberate acts of defiance will lead to exclusion.

Parents

Although most parents or carers are not directly involved with their children during the school day, they play a vital role in ensuring their child is able to have a successful and positive day at school. Parents need to make sure that they inform their child's teacher of any changes happening at home or any concerns you may have. We know that establishing an effective working partnership will positively affect standards of behaviour and achievement.

Starks Field's Steps for lunchtime behaviour:

Play leaders use the same reward and consequence system as all other members of staff.

Rewards:

- In the dining hall there is a team point chart where individuals can earn team points for good behaviour during their lunch.
- Play leaders who are outside have an individual team point chart where they record any team points given. These will be transferred at the end of each lunch.

Lunch time rewards will be collected by team leaders on a weekly basis.

Consequences:

- A verbal warning to be given for low level behaviours
- Each class have a book. The child's name and a brief description of inappropriate behaviour to be recorded. At the end of each lunch if there is an incident recorded the senior play leader will give the book to the class teacher who will remove golden time minutes.

For more serious behaviours, e.g. fighting - a member of the senior leadership team to be called

Team Points:

Team points are for children in Year 1 to Year 6 to promote and reward positive behaviour. Teams:

- There are 4 teams: red, green, yellow, blue- classes need to be divided up into the 4 colour teams ensuring a fair mix of abilities – academic and sporting/behaviours/gender – siblings do not need to be in the same colour team
- Year 6 appoint team captains in September - a boy and a girl for each team
- There will be events where children will compete in their teams; in the summer term this will be sports day.

Team points:

- Expectation that children do not ask for team points
- All adults can award team points – not children, i.e. wet play monitors
- Only 1 or 2 points awarded at a time
- Awarded for appropriate behaviour, sporting achievements not good work in class
- Lunch time supervisors/play leaders can record team points in the dining hall on a chart, in the playground they can record team points on a laminated chart and transfer the points on to the dining hall chart at the end of lunchtime
- To ensure children are not overlooked have 'Bonus Friday' and award a team point each to those children who are always well behaved
- Team points cannot be taken away

Recording of team points:

- Teachers and TAs only to record team points – not the children
- Record on a tally chart – points can be put up immediately as they are earned
- Team captains will collate team points once a week and results will be on display in a shared area – 4 coloured balls for the team with the highest number of team points in a week, 3 balls for 2nd place, 2 balls for 3rd place and 1 ball for 4th place

Rewards:

- Recognition of the team that has gained the most team points will be announced on a termly basis

Team Points

Red

Green

Yellow

Blue

School Actions for Inappropriate Behaviours EYFS

<p style="text-align: center;">Low Level behaviours</p> <ul style="list-style-type: none"> • Running away • Touching/poking/pulling others • Play fighting • Creating/involving themselves in arguments • Not responding to adult direction • Calling other children silly names 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • Talk to child and explain appropriate behaviour with an emphasis on rewards for good behaviour. 	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Staff to discuss appropriate behaviour with child. • Staff may choose to – ignore behaviour- give eye contact as a warning- give verbal warning-remove child from situation • Staff to speak 1:1 with child quietly away from situation so other pupils do not hear. <p>(N.B. Speak to both children in the event of an incident to establish an accurate account, as young children often have difficulty with chronology of events and exact details.)</p>
<p style="text-align: center;">Medium Level Behaviours</p> <ul style="list-style-type: none"> • Low Level Behaviours become persistent • Kicking furniture, deliberately damaging property of school or others • Swearing • Bullying • Racial comments • Stealing <p style="text-align: center;">Medium Level Behaviours</p> <ul style="list-style-type: none"> • Endangering personal safety, e.g. climbing over doors in toilets. • Fighting- hurting other children. <ul style="list-style-type: none"> • Physical or verbal aggression towards other children. 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • As above • Child to sit away from other children and adult to explain behaviour • Child given the opportunity to calm down and to talk about the incident. <p style="text-align: center;">Consequences to Child</p> <ul style="list-style-type: none"> • As on previous page. 	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Parents informed. (Parent Log completed) • Child may be sent to Phase Leader if negative behaviour is persistent. • Strategies for Low Level Behaviour continued • If incidents continue another meeting set up to include Class Teacher and Phase Leader/Senco. <p style="text-align: center;">Staff Actions</p> <ul style="list-style-type: none"> • Decision may be made to monitor behaviour in school and at home daily through a “Good Behaviour Book”, behaviour targets will also be required. Senco to assist C.T. in monitoring good behaviour. • Racial incidents are recorded in Racial Incident Book.(D.H. room) • C.T. may need to inform Headship team about the behaviours.
<p style="text-align: center;">High Level/ Serious Behaviours</p> <ul style="list-style-type: none"> • Serious behaviour that endangers the safety of other pupils or adults in the school. • Physical aggression towards adult 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • To be decided at time, but may include temporary withdrawal from class or playground. • Temporary exclusion or permanent exclusion will only be used in extreme cases where other measures have 	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Staff member to inform Phase Leader/Inclusion Manager/ Headship team • Learning Mentor to be involved.

<ul style="list-style-type: none"> • Serious/continuous verbal aggression towards adult • Serious physical aggression towards another pupil. • Persistent intimidation of other pupils (Bullying) • Racial aggression (Verbal or physical) • Other forms of serious anti-social behaviour 	<p>all been tried.</p>	<ul style="list-style-type: none"> • PSA to work with parents. • Parents informed on day of serious behaviour • Full details of negative behaviour recorded and forwarded to Head Teacher on day of incident. • Class teacher monitoring behaviour on a daily basis and liaising closely with parent. • Daily behaviour targets set. • Setting up Pastoral Support Prog. • Outside Agencies contacted, EPS and BSS
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School Actions for Inappropriate Behaviours Key Stage 1

<p style="text-align: center;">Low Level behaviours</p> <ul style="list-style-type: none"> • Making noises at inappropriate times/ name calling • Calling out • Touching/poking/pulling others • Not cooperating with an adult- short term then complies • Not completing work tasks • Hiding other people’s possessions • Breaking playground rules (including use of adventure trail) 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • Verbal warning given • If the behaviour continues the child is removed from situation to sit or work alone • Child asked to apologise when calm • Miss part of playtime • Lose part of Golden Club Time. • Sit on “Time Out” bench. 	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Staff may choose to – ignore behaviour- give eye contact as a warning- give verbal warning-remove child from situation • Give opportunities to complete work at playtime • Reduce Golden Time • Staff to speak 1:1 with the child and remind them about the whole school code of conduct • Member of staff on duty informs Class Teacher
<p style="text-align: center;">Medium Level Behaviours</p> <ul style="list-style-type: none"> • Kicking furniture, deliberately damaging property of school or others • Repeated “low level” swearing with intent. • Bullying • Racial comments • Stealing • Endangering personal safety, e.g. climbing over doors in 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • Loss of Golden Club Time • Time Out at break time • Child asked to apologise when calm • May attend Chill Out at lunchtime for a limited period of time 	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Parents informed on day of inappropriate behaviour through Time Out slip • Child may be sent to Phase Leader to work in isolation in that class • Class Teacher to liaise with Phase Leader/Learning Mentor/ PSA • Discuss lunchtime behaviour / targets with Lunchtime Supervisor if relevant

<p>toilets</p> <ul style="list-style-type: none"> Fighting- hurting other children 		<ul style="list-style-type: none"> If three incidents occur a meeting is set up with parents, class teacher and Phase Leader. (Parents Log used) C.T. may need to inform Inclusion Manager and Headship Team if behaviours are persistent Racial incidents reported to DH and recorded on Racial Incident Report form.(D.H. room)
<p>High Level/ Serious Behaviours</p> <ul style="list-style-type: none"> Physical aggression towards adult Swearing/ serious verbal aggression towards an adult Serious physical aggression towards a child. Persistent intimidation of other pupils (Bullying) Racial aggression (Verbal or physical) Other forms of serious anti-social behaviour 	<p>Consequences to child</p> <ul style="list-style-type: none"> To be decided at time, but may include temporary withdrawal from class or playground, temporary exclusion. Permanent exclusion. 	<p>Staff Action</p> <ul style="list-style-type: none"> Staff member to inform Phase Leader/ Inclusion Manager/ Headship team Parents informed on day of behaviour Regular meetings with parents. Full details of negative behaviour recorded by adults involved and forwarded to Inclusion Manager/SLT Class teacher monitoring behaviour on a daily basis. Setting up daily behaviour targets Setting up Pastoral Support Programme with Learning Mentor and Inclusion Manager. Outside Agencies contacted, Educational Psychology Service/ Behaviour Support Service. CAF (Common Assessment Form) may be completed. Staff to liaise with parents.

School Actions for Inappropriate Behaviours Key Stage 2

<p>Low Level behaviours</p> <ul style="list-style-type: none"> Talking/making noises at inappropriate times Calling out Name calling Touching/poking/pushing others Creating/involving themselves in arguments 	<p>Consequences to child</p> <ul style="list-style-type: none"> Verbal warning given If the behaviour continues the child is removed from situation to sit or work alone Child asked to apologise when calm 	<p>Staff Action</p> <ul style="list-style-type: none"> Staff may choose to: ignore behaviour, give eye contact as a warning, give verbal warning, remove child from situation Give opportunities to complete work tasks during morning/lunchtime break or in their own time at home Staff to speak 1:1 with the child and remind them about the whole school code of conduct Member of staff on duty informs Class Teacher/Play Leader informs CT using Lunchtime
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<ul style="list-style-type: none"> • Not cooperating with an adult • Not completing work tasks • Hiding other people's possessions • Breaking playground rules 	<ul style="list-style-type: none"> • Miss part or all of playtime • Loses part of Golden Time 	<p>Booklet</p>
<p style="text-align: center;">Medium Level Behaviours</p> <ul style="list-style-type: none"> • Low Level Behaviours become persistent. • Kicking furniture, deliberately damaging property of school or others/graffiti • Swearing with intent to offend Bullying • Racial comments • Homophobic comments • Stealing • Endangering personal safety, e.g. climbing over doors in toilets. • Fighting- physical aggression with visible injuries. 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • Time out given • Loss of Golden Time • Children kept apart <p>Child asked to apologise when calm.</p>	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Parents informed on day of inappropriate behaviour through Time Out slip • Child may be sent to parallel class/another class to work in isolation in that class • If three incidents occur a meeting is set up with parents, Class Teacher and Phase Leader. (Parents Log used) • If persistent, involvement of Learning Mentor and PSA • Liaison with SENco/Phase Leader • If persistent, liaison with Headship Team • Racial incidents are reported to the Deputy Head Teacher and recorded on the Racial Incident Report form.(D.H. room)
<p style="text-align: center;">High Level/Serious Behaviours</p> <ul style="list-style-type: none"> • Physical aggression towards adult • Serious verbal aggression towards adult • Serious physical aggression towards another pupil • Spitting at another pupil or adult • Persistent intimidation of other pupils (Bullying) • Racial aggression (Verbal or physical) • Other forms of serious anti-social behaviour 	<p style="text-align: center;">Consequences to child</p> <ul style="list-style-type: none"> • To be decided at time, but may include temporary withdrawal from class or playground, temporary exclusion. • Permanent exclusion. 	<p style="text-align: center;">Staff Action</p> <ul style="list-style-type: none"> • Staff member to inform Phase Leader/SENco/ Headship team • Parents informed on day of behaviour • Regular meetings with parents • Full details of negative behaviour recorded by adults involved and forwarded to SENco/ Headship team • Class teacher monitoring behaviour on a daily basis • Setting up daily behaviour targets • Setting up Pastoral Support Programme with Learning Mentor and SENco • Outside Agencies contacted, Educational Psychology Service/Behaviour Support Service • CAF (Common Assessment Form) may be completed. Staff to liaise with parents.