



# **Somerville Primary School**

## **Promoting Positive Behaviour Policy**

### **Rationale**

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established through interactions between staff and pupils and between pupils themselves.

### **Aims**

- To promote a positive school ethos through positive behaviour strategies and celebrations of success.
- To raise standards of attainment, behaviour and attendance for all pupils.
- To involve parents, pupils and staff in setting rules/standards of behaviour within the school.
- To encourage pupils to manage their own behaviour effectively, while respecting the rights of others.
- To inform parents and pupils of sanctions that will be taken for negative behaviour.
- To develop social and citizenship skills through a variety of school contexts.
- To ensure that all children feel safe at school and attend without fear of being bullied- see 'Anti-bullying Policy'

### **School ethos**

The above aims are attributed to one of our school aims which is 'provide a happy, caring and safe learning environment'.

Our basic school rules, which are set by the pupils and staff, allow us to work in harmony with one another and ensure the safety and wellbeing for all within the school community.

### **Managing positive behaviour**

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.

We aim to achieve these by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

## **Responsibilities**

**Staff:** The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. They must read and adhere to the Behaviour Policy as agreed by the Governing Body, support others who are new or have difficulties enforcing the policy. The Head Teacher has overall responsibility for ensuring positive behaviour.

**Parents:** Parents have a responsibility for ensuring that they support the school and their child in meeting the school's high expectations of respect and positive behaviour.

**Pupils:** Pupils' responsibility is to meet the expectations of behaviour set out in school and be responsible for their own actions.

### **Advice for Staff**

To ensure children understand the importance of behaviour, they need to develop positive relationships with adults and other children within the school. It is the responsibility of the adults within school to teach children how to achieve positive relationships and to be aware that, as in all aspects of life they sometimes have to learn from their mistakes.

The key to effective behaviour management at Somerville is **CONSISTENCY**.

### **All staff must ensure they are:**

- Consistent, fair and persistent
- Keep any promise made to the pupils and remain open and honest with them
- Before taking any action communicate, clearly and effectively your intentions to the pupil
- Act rather than react
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- Seek advice and support if a situation escalates
- Reprimands should focus on the behaviour not on the pupil's personal qualities
- Pupils should be reprimanded privately (but not one to one) whenever this is possible

### **Therefore as staff we will:**

- Set limits in a positive way, rather than in a negative way
- Provide simple explanations for limits
- Set clear, consistent and simple limits
- Focus on the behaviour, not the child
- Provide choices to the child
- Recognise and reinforce appropriate behaviour
- State expectations and agree how they will be met
- Allow time for the child to respond to expectations
- Encourage the child to seek help

## **Behaviour Expectations**

- All members of the school community are expected to respect each other
- At the end of each term a behaviour prize will be awarded to a child from each class from the Early Years Foundation Stage through to Year 6, who has either shown an improvement in their behaviour or shown excellent behaviour all term.
- At the end of the school year a trip will be organised by the Head/Deputy Head/Senior Learning Mentor for outstanding behaviour all year or for children who have managed to positively change their behaviour pattern.
- Individual children whose attitude and behaviour are highlighted for either changing positively or being consistently outstanding should be sent to the Head teacher, Deputy Head, Assistant Head or Phase Leader, Behaviour Mentor for further praise. It is also appropriate to celebrate this within the classroom, by the children congratulating each other.
- Good behaviour displayed by the whole class should also be rewarded, for example Perfect lining up with five minutes extra playtime.
- Pupils are expected to take care and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones, game boys, personal C.D.s as they can cause distractions in classrooms or can get damaged or lost
- Pupils are not allowed to leave the school grounds during the normal school hours without permission from their parents and the school

## **Positive Behaviour strategies**

Whole school rules are set to develop *consistency* during the pupils' time at Somerville Primary School. If appropriate, class teachers may also agree a set of class rules that will be set and discussed with the children at the start of each year and revisit at the start of each term.

- Pupils normally sit at an allocated place each lesson within a structured, working group. This helps to provide a safe, disciplined environment
- Application of a consistent behaviour system that the children can refer to and understand.
- Awarding classroom certificates, table/group points, House points, certificates and stickers for positive behaviour and achievement in areas across the curriculum and around the school
- One child chosen weekly as 'Star Of The Week' rewarded for respect, courtesy, positive and polite behaviour. The pupils chosen by adults in class (CT, TA and cover teachers) and by peers in the class. Children will be given a Star of the Week certificate to display on their desk for the rest of the week. Parents will be invited every Monday morning to see their child receive the

certificate.

- One child from each class will be selected for outstanding behaviour by the teacher. These pupils will be collected by the pastoral team for a fun activity weekly.
- Children are sent to other members of staff/Leadership Team for feedback when excellence is achieved (*at an agreed time that is non-disruptive to teaching*).
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour (This can be arranged and led by the senior Learning Mentor).
- Regular "Celebration/Merit Assemblies" when work from the week is shared and enjoyed. Star badge awarded to children for academic achievement. Behaviour certificate to be rewarded during Merit Assembly each week.
- House points given, weekly total announced each week, termly total with winning team celebration
- Discussing whole school behaviour issues at School Council meetings from the children's perspective.
- Whole school assemblies/Worship topics on moral and social issues.
- Staff using praise as a sincere response to positive behaviour or achievement
- Setting of personal targets for improving work and/or behaviour
- Cool Friends are chosen to help with behaviour issues during dinner times and play times
- Appointment of Lunchtime Prefects, Worship Monitors, Library Monitors and Tuck Shop helpers based on those who are positive role models to others.
- Lunchtime Supervisor Behaviour slips will be drawn out of a hat during Monday assembly. (children picked out will be rewarded on Friday pm and have a turn on the go-karts).
- Achievements for out of school activities recognised through assemblies, parents/carers' newsletters and the school website
- The use of positive instructions e.g. "Please walk" instead of "Don't run"
- Opportunities for staff and pupils to laugh together.



## Classroom Behaviour

For low level behaviour within the classroom the following system will be used from reception to year six this enables consistent behaviour management and record keeping.

### **Verbal Warning**

**(V) My teacher will explain to me what I am doing wrong.**

### **Visual Warning**

**(W) My name will be written under W on the board.**

### **Reflection time**

**(R) I will have 5 minutes reflection time in class. I will have to sit alone and think about my behaviour/ attitude on the time out table.**

### **Time Out**

**(T) I will have 10 minutes time-out to another class. I will take a behaviour slip and some work to do.**

Once a pupil reaches the reflection time stage a behaviour slip must be used to record the behaviour. A behaviour slip will record one day behaviour. All slips will be filed by the Behaviour Mentor and will be used for evidence and intervention that may be required.

# Action

# School Action

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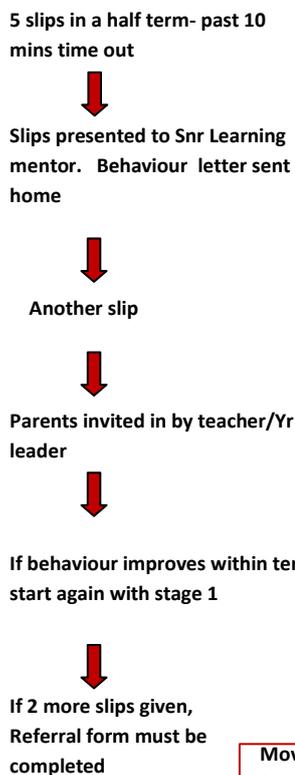
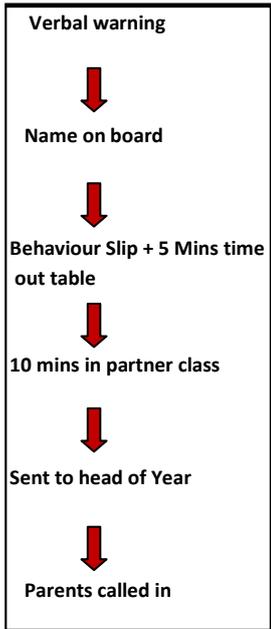
# School Action

## Stage 1

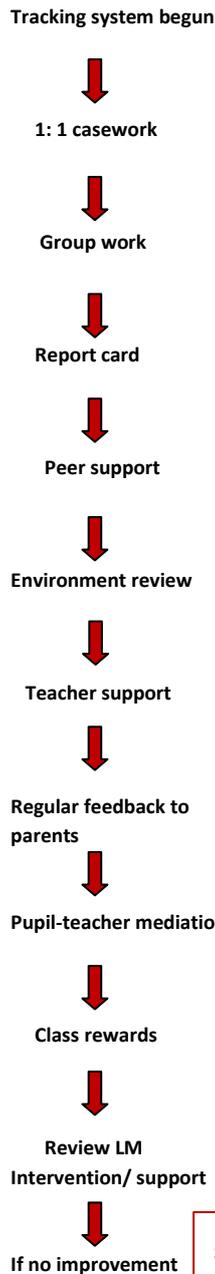
## Stage 2

## Stage 3

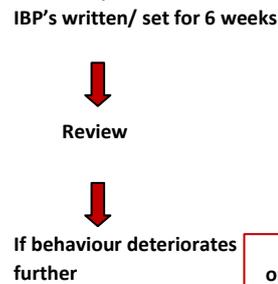
## Stage 4



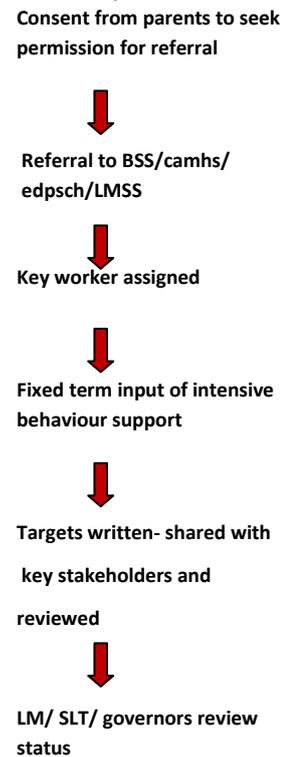
Move onto Stage 2



Move onto Stage 3



Move onto Stage



## Playground Behaviour

A positive playground experience will have impact on behaviour in lessons.

If children show excellent behaviour in the playground they can be given a yellow note that describes their behaviour. These notes will be given to the children the children will then hand these in to their teacher. These tickets will be collected from the classrooms and two from each year group will be drawn out during worship on a Monday. The pupils drawn out will receive special golden time that will be provided by the mentor team.

If pupils are not reaching the schools behaviour expectations during break times once they have received a verbal warning they can be issued a white not that records the behaviour exhibited. These notes will not be given to the pupil but must be handed in to the class teacher. The Behaviour Mentor will collect these notes from the teachers.

If any child gets four slips during a half term he or she will receive a one week ban from the playground at lunchtime.

## More Serious Incidents in the playground or classroom

Incidents that are deemed more serious and may require immediate intervention must be recorded on a behaviour incident form, bullying incident form or a racist incident form. These forms once completed must be given to the Behaviour Mentor so they can be logged in the log books.



# Somerville Primary School

## Behaviour Contract

If a child is involved in continued disruptive or aggressive behaviour, this contract will be put in place.

The parents/carers of any victims of aggressive behaviour will need to be notified.

### **The aims of the contract are to:**

- Enable the child and children in the class to learn
- Encourage the child to reflect on his/her behaviour and improve it
- Teach the child that disruptive or aggressive behaviour is unacceptable
- Teach the child that there are consequences to unacceptable behaviour

### **I am going to try and improve my behaviour in the following areas:**

1.	
2.	
3.	

### **I agree to keep to the following behaviour contract.**

<b>Signed by Child:</b>	
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### **I/We agree to support the school in respect of the above behaviour contract.**

<b>Signed by Parent/Carer:</b>	
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<b>Signed by Class Teacher:</b>	
<b>Date started:</b>	
<b>Review date:</b>	



# Somerville Primary School

## Pastoral Support Plan

This plan is to support: \_\_\_\_\_

Date plan started: \_\_\_\_\_

Date of parental involvement: \_\_\_\_\_

### The aim of this plan are:

- To create a secure environment for the child
- To develop the child's feeling of self-worth and confidence
- To provide appropriate support to achieve agreed goals
- To support the adults involved with the child

### Summary of child's behaviour and attitude to others

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### Agreed plan of support

Identified Problem	Actual support needed	Personnel	Time Allocated

Date set for Review: \_\_\_\_\_

Pastoral Support Plan signed by: \_\_\_\_\_

## **Position Statement on the staying safe and reasonable force:**

**On very rare occasions we find at Somerville Primary School that staff are required to exercise their duty of care beyond normal everyday situations, in response to an incident of one of our children engaging in dangerous behaviour where their own safety and wellbeing, and that of other children and staff, is being compromised. This duty of care is owed by all staff towards all children.**

**The law allows staff of this school to use reasonable force to keep children safe from their own behaviour or protect others who may be at risk. Staff are also able to intervene where behaviour is seriously compromising the good order of the school; either in class or around the school. In addition, where significant damage is being, or likely to be, committed to property. These powers are extended to such events as educational trips.**

**As a school it is our intention to inform parents/guardians as soon as possible after any occasion on which reasonable force has been used to manage their child.**

**Children, parents/ carers have access to the schools complaints procedure if they are concerned about any aspect of the discharge of these duties in respect of their child. In the first instance this should be addressed to the headteacher.**

**All physical intervention carries risks. Team teach interventions are designed to minimise that risk. In rare and extreme situations some discomfort or injury may occur whilst keeping students safe. It should not immediately be regarded as evidence of malpractice on the part of the staff. Any concerns should be addressed to the headteacher.**

**Relevant legislation: The Education Act (1996). Sect 550a**

**The Education and inspections Act (2006) sect89**

**The Education and inspections Act (2006) sect93**