



Stukeley Meadows Primary School

# POSITIVE BEHAVIOUR POLICY

November 2018



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### **STUKELEY PRINCIPLES FOR MANAGING BEHAVIOUR**

Good manners and hard work are always an expectation.

We acknowledge and role-model consistently good behaviour.

Where behaviour is not good, it needs to be taught.

Poor behaviour can result in both protective and educational consequences.

Every conceivable effort will be made to ensure children learn with their peers in the classroom - where this compromises the safety and learning of others, children may need to be withdrawn from the setting.

We are an inclusive and 'embrace all' school but will be quick to acknowledge and act where we do not feel that we are best suited to meet complex needs.

### **AIMS AND VALUES**

At Stukeley Meadows Primary School, our behaviour-led aims and values are:

- Providing a stimulating, inclusive learning environment which enriches our children's lives academically, morally and socially.
- Instilling a love for learning that thrives within everyone as we strive for excellence in outcomes for every individual child.
- Everyone feeling safe and secure to work towards their potential as life-long independent learners who will be valued parts of any community.
- Children having the courage to try new things, challenge themselves and have the resilience to persevere.
- Children growing to be socially adept in their everyday lives, demonstrate respect for one-another and feel that their dreams and goals could be achieved.

Our Behaviour Policy is for the majority of our children. However, at this stage it is crucial to acknowledge the huge significance attached to teachers and staff knowing their children and tackling any misbehaviour **in context**. For a small number of identified children, 'blanket rules' may not be appropriate and adults will need to consider expectations that are sensitive to this and do not 'set the children up to fail' (but at the same time are discreet enough to ensure other children do not feel they are unjustly treated in response). Identified children will need bespoke approaches and potentially an individual Risk Reduction Plan.

### **RIGHTS, RESPONSIBILITIES, RULES AND CONSEQUENCES**

All members of our school community have a right to:

- work and learn in a happy and safe environment
- speak and be listened to
- be treated fairly and with respect
- have their belongings treated with respect

All members of our school community have a responsibility to:

- allow others to work and learn
- look after the school environment
- listen to others
- respect others
- respect other people's belongings
- only use appropriate language

## **REWARDS**

The intention of this policy is to encourage pupils to exhibit good behaviour. This is reinforced through a system of praise and reward for all children. We praise and reward children for good behaviour in the following ways:

- ✓ Congratulating them on achievement in response to the learning focus, their learning behaviours and / or upholding the Stukeley Values in their general school life.
- ✓ Weekly awarding of a 'Stukeley Values Champion' for each year group, amongst other certificates, in Friday Sharing Assemblies
- ✓ Issuing of Stukeley Shillings in Years One – Six which count towards whole-school 'totals', in class assembly prizes and purchases in the Stukeley Shilling Shop.

## **ROLES AND RESPONSIBILITIES**

Whilst roles and responsibilities will vary, the creation of a happy, caring and safe working environment is the responsibility of all at Stukeley Meadows Primary School.

The Class Teacher and other adults in school will:

- teach behaviour by setting a good example to children in the way that they treat others and actively model appropriate behaviour and conduct
- use positive phrasing which is clear and uncomplicated, using 'please' and 'thank you' with the expectation that children will comply
- promote pupils' self-esteem through their interactions with them
- have high-expectations of the child in terms of behaviour and strive to ensure that all children work to the best of their ability
- foster the aims and values of this Positive Behaviour Policy through the curriculum to develop positive self-esteem, emotional intelligence, friendship skills, co-operation and collaboration
- treat each child fairly and enforce the school and classroom rules consistently
- record (on CPOMS) all reported serious incidents of misbehaviour or lower-level incidents where appropriate in building a wider picture
- build a supportive dialogue between home and school and inform parents immediately if there are concerns about their child's welfare or behaviour

Children will:

- be involved with establishing the new class expectations each year
- be responsible for their own words and actions
- act as good role models to each other and remind each other of School and Class expectations

Parents / carers will:

- work with the school so that their child receives a consistent message about how to behave at school and at home
- read and support the home-school agreement
- support the actions of the school where it has to use reasonable sanctions to uphold behaviour and discipline. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head Teacher. If these discussions do not resolve the matter informally, parents may use the school's formal complaints procedure

The Head Teacher and Leadership Team will:

- be responsible, under the School Standards and Framework Act 1998, for implementing the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy
- be responsible for ensuring the health, safety and welfare of all staff and children in school
- support the staff in the implementation of the behaviour policy

- record all reported serious incidents of misbehaviour
- be responsible for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, permanent exclusion may be applied. Both these actions are only taken after the school governors have been notified.
- follow the procedures detailed in the Cambridgeshire LA Guidance on Exclusions (April 2005)

## **CONSEQUENCES**

To ensure that the aims and values of our school community are upheld, we provide two types of consequences:

- Protective consequences (the removal of a freedom to manage harm to themselves and / or others)
- Educational consequences (the learning, rehearsing or teaching of positive behaviour so that the freedom can be returned)

The following series of consequences will consistently be applied:

### **During Play and Lunchtime**

#### **Step 1**

All children begin each playtime/lunchtime on the playground, supervised by staff (in identified cases, this may be on the 'yard' – a separate, smaller area away from the main playground).

#### **Step 2**

If a child breaks a rule (e.g. going on a red flag area), the adult will remind them to behave appropriately and remind them of the rule they have broken.

#### **Step 3**

If a child responds positively, acknowledgement of this will follow

#### **Step 4**

If the child continues to break the rule they will be asked to go to a designated area of the playground or field as a distraction (or to calm down) and watch the other children play within the rules. The Class Teacher will be informed. The Class Teacher will decide if further input is warranted and if the parents are to be notified (if a visible bruise, graze, cut or bump occurs on any part of any body, the parents must be informed).

#### **Step 5**

If a child refuses to follow the rules, a staff member will use positive phrasing, e.g. 'Stand next to me please' and limited choice, e.g. 'Shall we talk here or by the bench?'

#### **Step 6**

If a serious incident occurs, the child / children will be accompanied inside immediately.

#### **Step 7**

There are occasions when staff will need to have physical contact with individuals for a variety of reasons, e.g. to direct or steer a child. To move a child on, use the STEP On de-escalation and positive handling procedures (i.e. open/closed mittens and supportive hugs). These are displayed in the staffroom.

### **During Learning Time**

#### **Step 1**

Our aim is to 'catch them getting it right' and to role model pro-social behaviours.

#### **Step 2**

If a child breaks a rule, the adult will remind them to behave appropriately and remind them of the rule they have broken.

#### **Step 3**

If the child responds positively, acknowledgment will follow.

#### **Step 4**

If the child continues to break the rule, staff will use positive phrasing and limited choice.

**Step 5**

If a child complies, their actions will be acknowledged by staff, e.g. 'Thank you, \_\_\_\_\_. I can see that you are getting on with your work now.'

**Step 6**

If the behaviour persists, they will be given an appropriate consequence based on the need and ability of that specific child.

**Step 7**

If the child's behaviour results in two or more warnings, the Class Teacher will inform the Head Teacher or a member of the Leadership Team. They will attend the classroom in order to release the Class Teacher to speak directly with the child, away from the classroom. The child will be spoken to, reminding them of behaviours and consequences. Depending on the context, the child may be walked from the class by the Head Teacher and spoken to directly.

**Step 8**

If there is no improvement in behaviour, their parents will be contacted to make an appointment to discuss the situation. If the child continues to be consistently disruptive and is not able to respond to the rewards and sanctions in place, the SENDCo and the previous teacher should be consulted and a Plan/Do/Review or GOAL sheet will be drawn up, along with a log of behavioural incidents. The SENDCo can then consult with outside agencies for support. The child will be supported and monitored closely. Further meetings will be arranged with parents to discuss progress.

**Step 9**

Serious breaches of behaviour and discipline (such as acts of physical assault, verbal abuse, stealing, deliberate damage to property and absconding from the school premises) will result in families being informed. This will include a warning that a repeat of the incident could result in more significant consequences or fixed-term exclusion which may lead to permanent exclusion. All aspects of the context will be taken into account in this step.

**Step 10**

Fixed-term and permanent exclusions are the final course of action when all other steps have been taken yet the behaviour of the child continues to disrupt the learning and safety of others. However, there may be some instances where Step 10 may be the most appropriate action.

**Exclusions**

Only the Head teacher has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governor.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the Governor appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **ANTI- BULLYING**

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the school will take action in accordance with its Anti-Bullying Policy. We will do everything in our power to ensure that all children attend school free from fear.

### **MONITORING**

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Specific child / family needs are discussed at weekly staff meetings. This information is then shared with the all staff (including lunchtime supervisors) to ensure consistency across the school.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is also the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

This policy has been written with reference to The School Discipline (Pupil Exclusions and Reviews, England) Regulations 2012.