



# Positive Behaviour Policy

<b>Responsibility:</b>	Education Committee
<b>Reviewed:</b>	January 2017
<b>Next review date:</b>	September 2017
<b>Key legislation:</b>	Equality Act 2010
<b>This policy should be read in conjunction with:</b>	Exclusion Policy Positive Handling Anti-bullying policy Exclusion Policy Special Educational Needs (SEN) Equal Opportunities policy Attendance Policy Safeguarding and Child protection policy

## Introduction

Our schools are committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

In our schools, we all respect the values and ethos of the school. We support and follow the behaviour policy as it helps all children to be safe and to learn.

- As children, we show respect for each others rights and all contribute to creating class and school charters. We promise to try our best and 'stay on green'. We will support each other in making good choices. Older children will be role models for younger children.
- As staff, we will support all children in making the right choices. We will follow the behaviour policy consistently and work in partnership with parents to address any concerns. We will model respect and good manners, recognising and rewarding positive behaviour.
- As parents, we will support the school in implementing the behaviour policy. We agree to attend any meetings requested by the school and work in partnership with school staff. We will support and respect all members of the school community.

### **Low self-esteem affects behaviour, learning and relationships.**

Self-esteem is the personal picture we have of ourselves - our strengths and our limitations. This self-image develops from the responses we get from people with whom we come into contact and it is important that every child receives praise, affection and recognition of their individual successes. Our schools recognise that low self-esteem can result in children resorting to negative attention-seeking behaviour, or to withdrawal. It is **OUR** responsibility to ensure that no child is trapped in a negative relationship with their teacher or peers.

**A child can accept learning challenges and failure if they can draw upon the above resources.**

Our schools are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the schools. The way in which children and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We recognise that high standards are best promoted when everyone (*staff, parents and children*) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

## Aims and Objectives

To create a vibrant and productive learning environment where kindness, curiosity, and respect are cultivated. A place where children and adults alike can learn through shared practical experience and where teamwork, creativity and self- confidence flourish.

- We are warm and welcoming to all, where everyone feels that they are a valued member of our community (*school or class or group*)
- Everyone has a positive role to play within the community and we all have responsibilities to each other and the community
- We all care about others and are supportive and empathetic of each others feelings and ideas
- We are considerate of others, being polite and well mannered, able to share and take turns
- We develop behaviours for learning that enable us to be successful

## Rights and responsibilities

**RIGHTS**



**RESPONSIBILITIES**

Our schools are Rights Respecting Schools.

EVERYBODY has: **RIGHTS**

### CHILDREN

We all have a right to work, play and learn in a friendly, safe and helpful school.

### TEACHERS

We all have the right to teach in a friendly, safe and well-led school which is supported by the whole community.

### PARENTS

We all have the right to feel welcome and to know that our children work, play and learn in a friendly, safe and supportive school.

In our schools EVERYBODY also has: **RESPONSIBILITIES**

We all need to care about ourselves, other children, parents, teachers, belongings, our school and equipment.

Here are some examples: to listen, to help, to try our best, to discuss, to encourage, to be polite, to make time for others, to be on time, to help others understand, to try and work out problems, to be honest, to look after each other, to try and understand each other, to respect others, to work and play safely, to share, to co-operate, to ask for help, to ask for opinions and ideas and to have a go!

## Partnership with parents

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. In our schools, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

These are:

- Behaviour Policy;
- Anti-Bullying Policy;
- Home-School Agreement

## Expectations in behaviour (*Behaviour Management and Behaviour Leadership*)

Behaviour management is essential for creating a safe, respectful environment for learning where children can succeed. This is a reflective process that is based on high expectations and clear consistent actions.

Behaviour Leadership recognises that behaviour management is not merely a process of following a set of rewards or sanctions. It is about treating each individual fairly recognising their basic needs and in doing so modelling expected behaviour. This is done with the aim of creating an equivalent culture of care and justice among children.

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (*staff and volunteers*) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour

- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.

## Teaching and learning

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

## Children with specific behavioural needs (SEND, BESN)

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN BESN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their IEP/IBP which will indicate the actions planned to address and support their needs.

## Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

### Internal exclusion

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents.

### External exclusion

Only the Head Teacher or Head of School can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made. An example of external exclusion would be: fighting/swearing and not stopping when asked by an adult.

*(See our 'Exclusion Policy' for further detail)*

### Monitoring and evaluation

The Executive Headteacher, Head of School, and link governor will monitor the implementation of this policy and identify areas for development and make recommendations to the Governors with regard to this policy.

The Governors will receive an annual report on the implementation of this policy from the school leadership team.

# Appendix 1 – The Colyton Way

At Colyton we wish to promote a safe and caring environment for all.

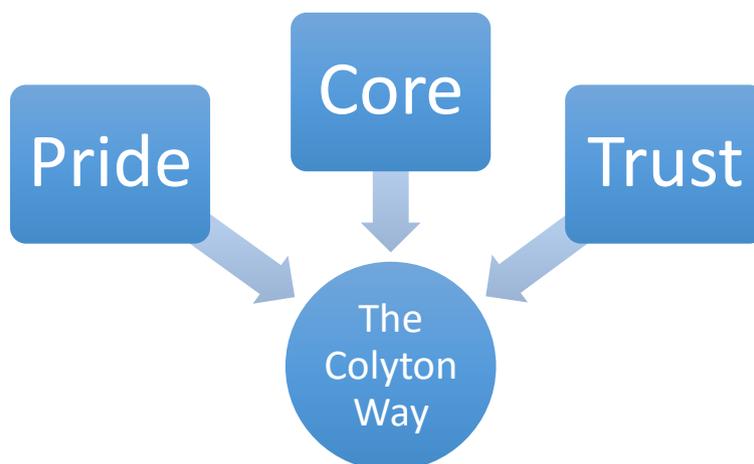
It is a place where positive behaviour is encouraged so that effective learning and teaching can flourish and the children have every opportunity to participate, to achieve and to be inspired.

We strive for excellent behaviour and high standards to ensure the best learning environment for all children.

We follow our 'Rights and Responsibilities Rules' and these are displayed in all classes so that children know everyone's rights and the responsibilities we all have to make our school a place in which we can all thrive and learn.

## The Colyton Way

Our positive behaviour policy is based on three key beliefs:



### The Colyton Core:

Through our Colyton Core we aim to teach the children the skills of:

Confidence	Curiosity	Creativity	Collaboration
Communication	Craftsmanship		Commitment

The children are praised and rewarded, both during lesson time and at break/lunch break, when they demonstrate these core skills in their learning and behaviour.

The 'core' is displayed in every class as well as in communal areas.

### Pride:

At Colyton we are proud of our school, our learning, our community and each other. We talk to the children about being proud and we encourage them to use this language in their every day life.

## Trust:

At Colyton we trust our children to demonstrate exceptional behaviour. We trust our staff to provide the children with exciting learning opportunities that challenge and inspire the children. We trust parents to support the school and the school community.

Trust is a key part of our school vision, values and mission. We work together to ensure all children learn effectively, are inspired and are encouraged.

## Rewarding appropriate behaviour

Positive consequences are motivating. Consistent reinforcement of good behaviour is part of our approach at Colyton Primary School. When we see children demonstrating skills from the core, achieve something that fills us with pride or they respond positively to the trust we have in them, children are rewarded.

Positive reinforcement at Colyton can be:

### Verbal

- Often instant and related to the Colyton Way (Core, Trust or Pride) E.g. “Well done, you showed excellent collaboration by working together to produce this work, I am proud of you!”
- Children are moved upwards on the classroom behaviour ladders (Core Skills)

### Written:

- Positive feedback of children’s work (*See Positive Feedback Policy*)
- Positive comments in the Home/School Reading Record Book – these can be particularly effective.
- Stickers – but not so many that they lose their effect.
- Personal reward charts – but not for public display.
- Celebration Assembly Certificates – given weekly based on our Colyton Core.
- The children are also rewarded with a Head of School, **Pride of Colyton** award for exceptional demonstration of the core skills in the Celebration Assembly

### Class/group wide:

- Whole privileges such as an activity/free time or additional playground minutes
- Within each class, each teacher has their own class based reward systems e.g. Pink Ticket Draw or Dojo Points.

### Lunchtime Rewards:

- At lunchtime when children are seen to be demonstrating the core skills their names are written on a 100-square. Each week twelve names are chosen, at random, from the square and these children are rewarded by having lunch at the Top Table (with Head of School/guests using “posh china”)
- Children are also rewarded with “Good lunchtime behaviour” stickers

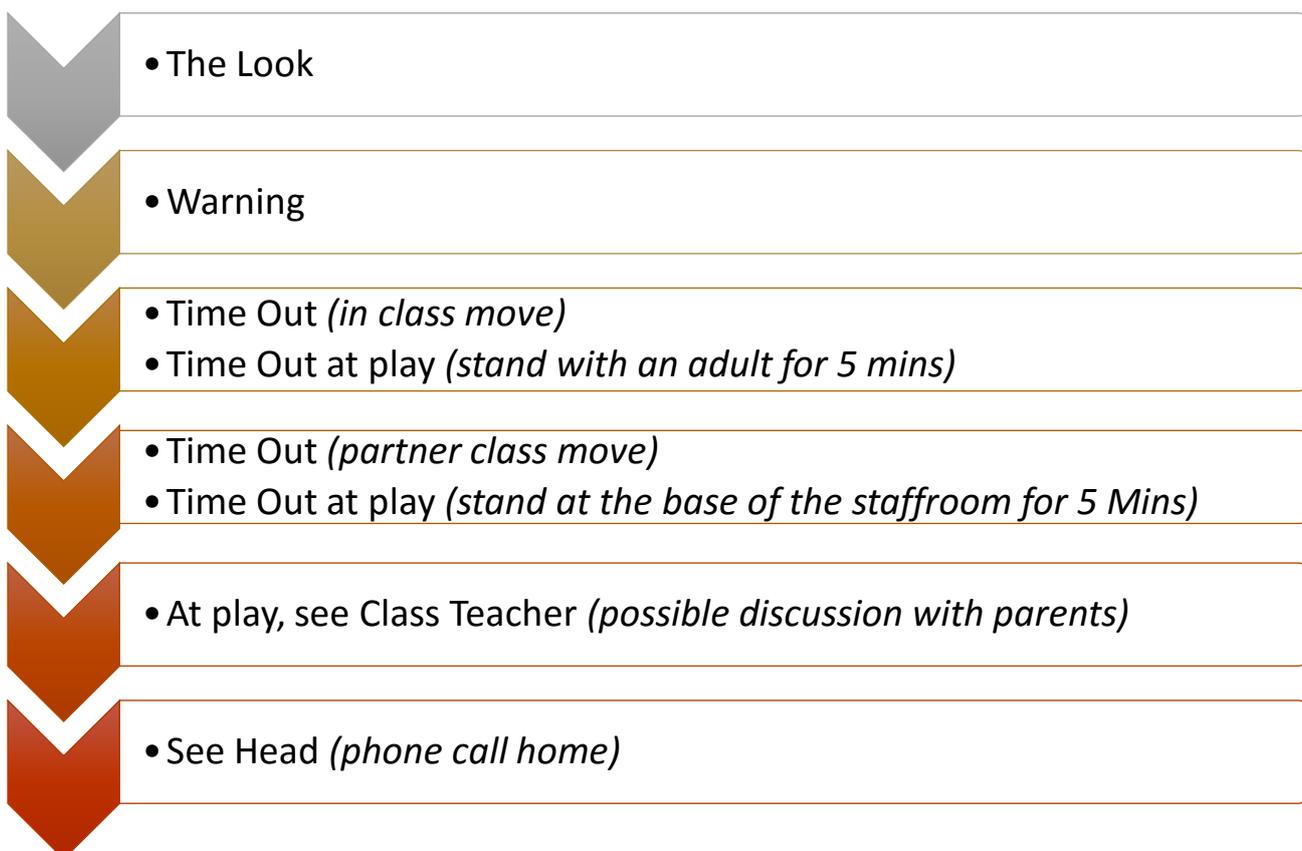
## Consequences

When children are demonstrating that they are not making the correct choices and behaviour is beginning to become unacceptable all staff follow our 'Consequence Behaviour Ladder'.

Children are always given the choice to "show they can do the right thing" and can be moved upwards on the Behaviour Ladder.

Staff encourage children to do this and "catch them being good"

### **The Behaviour Ladder:**



When a phone call home is made a discussion is had with parents regarding consequences for the behaviour. This can include an internal exclusion e.g. missing lunchbreak or writing an apology letter.

Children are then given the opportunity to show that they can change their behaviour. They are placed on a Report Card for one week to prove that they can do the right thing and are rewarded at the end of the week for a change in behaviour. This reward can be at home or at school and is decided upon in discussion with parents.