



Positive Behaviour Policy

Responsibility:	Governing Board
Reviewed:	November 2018
Next review date:	September 2019
Key legislation:	Equality Act 2010
This policy should be read in conjunction with:	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 inclusive schools 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.