

Stanford in the Vale CE Primary School Promoting Positive Behaviour Policy

Reviewed: February 2017

Next Review: February 2018

At Stanford in the Vale CE Primary School, we wish to promote a productive learning environment which encourages positive behaviour and deals with negative behaviour effectively. We feel that it is important to have a holistic approach, which is implemented in every class throughout the school, so as to develop positive relationships between pupils and teachers. We value support from parents and seek to work with them in partnership to establish and maintain good behaviour in school.

Aims and Objectives of this policy

This policy aims to:

- Promote self-discipline among pupils
- Encourage good behaviour and respect for others
- Ensure pupils' standard of behaviour is acceptable
- Monitor pupils' conduct

Guidelines of behaviour expected

Children should act with consideration for others at all times. They are encouraged to listen politely, speak and act courteously to adults and each other. They should come into school calmly and to ensure this, at the end of playtime, they should wait quietly in the playground until told to enter the building. Once in the classroom, they should settle down purposefully. They should also leave the building sensibly whether going out into the playground or going home at the end of the day.

The Role of the Staff

- To promote positive behaviour habits early in the school year as this will enable pupils to establish good behaviour from the outset.
- Have effective classroom rules which will be revisited frequently throughout the year:
 - Foundation and Key Stage One to have the same four classroom rules, to aid expectations and transition.
 - Key Stage Two classes to write their own classroom rules, in order to have ownership.
- Intervene early where there is poor behaviour, to illustrate that this will not be tolerated.
- Provide positive recognition of individual pupils or classes achievements in behaviour through a range of strategies, including the 'Merit' system.
- Model good behaviour around school.
- Identify underlying causes of poor behaviour.
- Encourage children to recognise positive behaviour displayed by their peers and give each other praise.
- Support behaviour management techniques (discussed below).

Behaviour Management Techniques - Whole School

The procedure for classroom discipline is implemented in every classroom throughout the school. Children are familiar with this procedure and are encouraged to consider this when making choices regarding their behaviour.

Procedure for classroom discipline:

1. Verbal warning.
2. Use the traffic light system, so every child starts on green every day and then if they behave inappropriately they move to orange and then red. Or if they behave exceptionally they move to 'gold.'
3. Once on red they miss a playtime/lunchtime - they may be given an activity to complete during this time. The children then return to green again.
4. If the child continues to return to red, or keeps going back to red that day, they are sent to a member of the Senior Leadership Team (SLT). A message will be sent with the child to ensure that the member of SLT is aware of the task the child is working on, allowing them to continue with their work. Parents will be informed verbally at this point.
5. If the child is sent to a member of SLT twice in one week, they are then sent to the Head teacher. The Head teacher will then decide upon appropriate action.

6. If inappropriate behaviour continues, the Head teacher will write a letter to inform the parents of their child's inappropriate behaviour and invite the parents in to discuss the incidents.
7. A temporary contract will be set up between the school and the child, in conjunction with the parents.

For those children who have a Pupil Profile for behaviour, a contract will be established between the pupil and the staff member. This contract contains achievable targets specific to the child and rewards will be provided on successful completion. The nature of the reward is established through collaboration with the child. An Individual Behaviour Plan may also be set up in conjunction with the school and family.

The Merit System is a scheme that encourages children to work together as a team, in order to achieve rewards for appropriate behaviour / work in school. All of the children in the school are divided into four merit groups: 'Green Turtles', 'Yellow Owls', 'Blue Dolphins' and 'Red Squirrels'. The merit groups contain children who display a range of mixed ability and social interaction skills, so as to ensure an equal balance is maintained. The children receive a merit when they display an action that is representative of appropriate behaviour or for good work. The merit marks are collated every Friday. The winning group is announced and their colours are shown on the hall display. Certificates are given to individual children when they achieve 20, 40, 60 etc merit marks and these are announced on a Friday collective worship. At the end of each term, a trophy is awarded for the winning merit group, after which, the system begins again.

Behaviour Management Techniques - Individual Classrooms

In addition to the school rewards, every member of staff has their own system for encouraging, rewarding and praising positive behaviour. These include:

- Individual target cards/rewards for children
- Whole class targets & rewards
- Sticker charts
- Articulation of and explicit teaching of expectations regarding appropriate behaviour
- Positive reinforcement - praising examples and using other children as role models
- Golden time

Opportunities are also used by the class teacher to reflect on positive or negative behaviour in PSHE lessons or circle time.

Following Family Links training in September 2016 we use some of their circle time activities and have adopted a common language and approach through choice and consequence.

The Role of Pupils

Stanford in the Vale CE Primary School acknowledges the benefit of involving pupils in reinforcing behaviour in school. This is achieved by the active involvement of children in behaviour monitoring through the school council and liaison with teachers. Children are also actively encouraged to give praise to their peers when they observe positive behaviour.

The implementation of outdoor lunch time monitors is an initiative that encourages children to be involved in the reinforcement of positive behaviour. The lunch time monitors are made up of children from Year Six, with specific children allocated for a half term to monitor the interaction of children on the playground. The children on duty for each day are recognised by a hat, highlighting their presence to the other children. During this time, the children are available to initiate games for children to play and help ensure appropriate behaviour.

We have set up peer mediation and friendship benches. Trained Year 5 children patrol the playground and help resolve issues or find children that are alone someone to play with. If the issue cannot be addressed on the playground, the children are taken in to talk through the problem and hopefully come up with a solution.

The Role of Parents

Stanford in the Vale CE Primary School encourages parental support relating to behaviour through home-school agreements, parents' meetings and newsletters. Parents have a responsibility to support the school's Promoting Positive Behaviour policy and to actively encourage their child to be a positive member of the school.

Restraint

Before intervening physically, a teacher or responsible adult should, whenever possible, advise the pupil about their inappropriate behaviour and the consequences of their actions. The responsible adult should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Physical intervention can take several forms and may involve staff:

- Physically interposing between pupils
- Blocking a pupils' path
- Holding
- Restricting movements
- Guiding a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Using more restrictive holds (in extreme cases)

In the event of a member of staff using physical intervention or restraint, the action must be judged as to whether it was reasonable, proportionate and necessary. Wherever a risk can reasonably be foreseen, there must be an assessment of the risk and a plan put in place to reduce the risk. It is not always possible to eliminate the risk but staff will need to be able to show that they have attempted to reduce any risk by first using strategies that may prevent the need for restraint.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. For example, to prevent a young child running off a pavement onto a busy road, or to prevent a pupil from hitting someone or throwing something. In these cases, however, the teacher must always have the safety of the majority of pupils as a primary concern.

For further information, please refer to the school's Positive Handling Policy.

Recording Evidence

In cases where restraint is necessary, Stanford in the Vale CE Primary School will action and maintain a detailed, contemporaneous written report of any occasion (except minor or trivial incidents) where force is used in the Bound and Numbered Book kept in the Head teacher's office. Following the use of restraint, a member of staff informs the head teacher or a member of the Senior Leadership Team and provides a written report of the incident. The report includes:

- The name(s) of the pupil(s) involved, along with when and where the incident occurred.
- The names of any members of staff who witnessed the incident.
- The reason that force was necessary
- How the incident began and progressed - including details of the pupil's behaviour, what was said by whom, action taken to defuse the situation, the degree of force used, how that was applied and for how long.
- The pupil's response and the outcome of the incident.
- Details of any injury suffered by the pupil, another pupil, a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report of this nature.

Incidents involving the use of force can cause the parents of the pupil involved great concern. Therefore, it is always necessary to inform parents of an incident involving their child and provide them with an opportunity to discuss the matter. The head teacher, or member of staff to whom the incident is reported, will need to consider whether that should be done immediately or at the end of the school day, and whether it be reported orally or in a written form.

Playtime

We believe that it is the responsibility of the staff member on duty to ensure that the behaviour is appropriate and in line with the policy.

Lunchtime Supervisor's Lunchtime Rules

All Lunchtime Supervisors are aware of Stanford in the Vale Primary School's view of positive and negative behaviour and apply the following procedure for lunchtime discipline to ensure that high expectations are maintained if an incident occurs:

1. Verbal warning
2. Member of SLT is sent for.
3. Incident noted in the incident book in school office and child misses rest of lunchtime and the following day.
4. Two incidents, child is sent to the Head and misses two lunchtimes.
5. Three incidents, child misses three lunchtimes and a letter is sent home.
6. Four incidents, excluded from school at lunchtimes for one week.
7. Five incidents, extended lunchtime expulsion from school.

Lunchtime supervisor's stickers and/or praise are given to children who demonstrate good behaviour or quick adherence to rules / instructions. Where appropriate, these will be also be acknowledged and celebrated when the child returns to the classroom.

School Trips

When out of school on educational visits, pupils are expected to maintain the same high standard of behaviour required in school.

If a pupil has previously shown negative or unsafe behaviour, which may not be reasonably managed within the positive behaviour policy guidelines, a discussion will be held in school to decide whether the child's behaviour may be managed safely and effectively outside school. The discussion will ascertain whether the child may be able to attend the school trip, following a risk assessment, or whether the child will not be able to join the school trip for health and safety reasons.