



St Oswald's CE (Aided) Primary School

WHOLE SCHOOL BEHAVIOUR POLICY



A Policy for Positive Behaviour and Discipline



1. Introduction

This policy sets out the purpose, nature and management of behaviour in our school. Additional guidance is given to staff relating to strategies to be used in the classroom. Children need to learn and use good learning behaviour to achieve well in school.

"We are all the product of the choices we make."
Albert Camus

2. The Nature of Positive Behaviour

Positive behaviour is concerned with identifying and promoting good behaviour within a caring atmosphere enabling children to grow, to learn and to develop with positive attitudes. It is about recognising that we all need to develop skills within ourselves; by recognising that we can make mistakes, we can learn from our mistakes and the importance of taking responsibility for our actions. It is concerned with clear and consistent expectations and understanding that all actions have consequences, both positive and negative. Finally, it is about recognising good choices and discouraging bad choices and reinforcing expected positive behaviour.

3. Entitlement

At St Oswald's we aim to ensure that:

- there is a safe and caring environment where children can develop a positive set of attitudes towards everyone in the life of the school and community;
- there is a supportive and friendly atmosphere to enable children to acquire a set of moral christian values
- we recognise that each child is an individual and that we should encourage her/him to develop her/his self-esteem, confidence and true feeling of self worth enabling the development of independence in work and decision-making;
- we provide clear expectations of behaviour to which everyone can aspire;

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1 Corinthians 16:14 "Do everything in love"

- the children relate behaviour to choices;
- the children learn to take responsibility for the consequences of their actions;
- by separating the child from the behaviour, they understand that it is the behaviour/choices which need changing;
- home/school agreements are used to formalise a series of expectations of responsibilities for behaviour, to be agreed by the staff, parents/carers and child;
- our School Council promotes citizenship and the right of everyone to have their say;
- there is an understanding that we all have rights, rules and responsibilities;
- procedures are followed that are consistent throughout the whole school and are fully understood by children, parents and school staff.

Rights, Rules and Responsibilities

Our children have the Right:

- to have a friend ;
- to be treated kindly, fairly and equally;
- to feel safe;
- to learn;
- to be listened to;
- not to be bullied;
- to move about the school at certain times and places;
- to join in games;
- to communicate and express themselves;
- to share ideas and ask questions;
- to feel wanted;
- to be left alone;
- to sort out problems.

Rules:

- to establish classroom expectations;
- to take responsibility for their own behaviour;
- to help others take responsibility for their behaviour;
- to help create a secure environment where children can be happy and learn.

Responsibilities:

In order for Rights to work, everyone has to take on the Responsibility of using the school's rules/ethos, expectations and consequences (the systems in place within St Oswald's).

4. Inclusion

St Oswald's CE Aided Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values, which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all our school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

6. Implementation / Guidelines

Implementation is seen as a whole school issue and supported through our whole school ethos, underpinned by our school values.

We seek to:

- create a welcoming, caring environment where relationships are based on respect in a variety of ways;

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- develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility.

This will be achieved in a variety of ways:

By Listening:

Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, listen to the children and follow up problems to their conclusion.

Non-verbal Strategies and Reinforcement:

We are aware of and reinforce the importance of non-verbal communication such as giving children eye contact, smiling at them, using positive gestures (such as thumbs up, clapping).

Verbal Reinforcement:

We are aware of and reinforce the importance of the use of praise both to groups and to individuals.

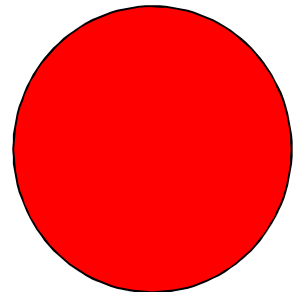
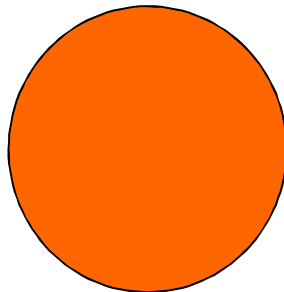
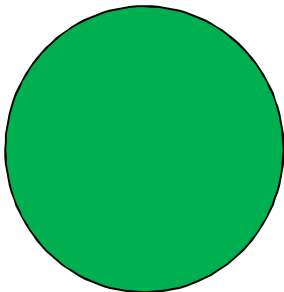
Strategies in the Classroom:

It is important that there is a consistent approach to behaviour management across the school. Only whole school agreed strategies must be used. Each class develops a set of classroom expectations. These are used alongside the whole school positive behaviour management strategies.

Agreed Classroom Strategies:

1. Across the school there is a 'Traffic Light' System in place which works as follows:

- Each day all children start on green.
- If a class/school rule is broken or inappropriate behaviour is observed children are given a warning.
- Should this be repeated, a child is then moved to amber which results in the loss of 5 minutes of playtime.
- If negative behaviour continues the child is moved to red, resulting in 10 minutes loss of playtime and, if appropriate, referral to Headteacher/Deputy Headteacher/parents.
- Extreme negative behaviour will result in instant referral.



Children who persistently get to orange but never to red may also trigger a meeting with parents at the discretion of teachers or the headteacher.

NB – it is important that this system is consistently used across the school to ensure that children are being given consistent messages whatever class they are in.

School Values – we have a clear set of school values agreed by the school community as shown above. These now take the place of any school 'rules'. When adults discuss behaviour with the children they always relate behaviour (both positive and negative) back to our school values.

2. Whole Class Recognition System

There is an agreed whole class reward system which is the same in each class. This is a marble jar. Filling the marble jar results in a whole class reward of their choice for approximately 1 hour. Marbles can go into the jar for individual or whole class positive acts of behaviour or work.

3. Individual Recognition

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Children may be given a credit card sized card that recognises their good behaviour or attitude to learning.

NB – these are agreed whole school systems and no other rewards must be used.

Contacting Parents:

Parents are kept well informed about all aspects of a child's behaviour. This is achieved by meeting or communicating with the parents.

Celebration Assembly:

Particular recognition for achievements, in all forms, is given during 'Celebration Assembly', which takes place on a Friday. Certificates and awards are given out and good work and demonstration of our school values are recognised and celebrated.

Lunch Time:

Midday staff are given guidance to help implement this policy. Lunchtime staff also feed back to class teachers regarding behaviour which may result in the traffic light system being used.

Strategies for Dealing with Difficult Behaviour:

When dealing with inappropriate behaviour these are the main considerations:

- care for the individual involved and the appropriateness of the response to them;
- prompt, fair and consistent response by the adults concerned;
- consultation with parents, if their child's behaviour is a cause for concern.

In exceptional circumstances it may be necessary for the Headteacher to deal with inappropriate behaviour by talking to larger groups assembled together.

In the child's own classroom:

- reminding pupils of the school and/or class expectations;
- noticing positive behaviour as it occurs and re-enforcing it;
- ignoring secondary behaviour, as appropriate.

Should the behaviour necessitate following the full implementation of the behaviour management system and meeting with parents, a fixed term exclusion may follow. This might occur, for example, in cases of persistent inappropriate language or behaviour which puts the safety of others or of school property at risk. All such incidents will be recorded in the Serious Incident Book held in the Headteacher's office. The school does not issue these lightly.

Parents will be involved in this and will be informed in person, or by letter.

Children with Challenging Behaviour:

Some children's behaviour is beyond normal rewards and consequences. As a school we aspire to help these children to break out of their choices of inappropriate behaviour. If there are concerns that a child needs strategies in place to support behaviour which are above and beyond teacher flexibility and differentiation, then the SENDCO should be informed and a meeting with the parents set up. This will allow all involved to set up an agreed 'Special Behaviour Contract.' This may be included in a child's I.E.P or I.B.P (Individual Education or Behaviour plan) which includes achievable targets and rewards. This should be for a focussed time and then evaluated.

If it is necessary to physically restrain a child, this will be recorded in the Serious Incident Book in the Headteacher's office and parents notified. Only trained staff should physically restrain pupils.

Circle Time

The use of Circle Time is integral to our Positive Behaviour Policy. Circle Time provides a tried and tested framework for the development of a whole school policy on self-esteem and positive behaviour. There must be a sense of ownership and commitment by all involved. Circle Time can be used to build self-esteem.

The children **and** staff will be seated, in a circle, so that everyone can be seen by everyone else. In any discussion that takes place the emphasis is on help and not blame. Praise can be given by any member of the group. Topics for discussion can cover anything e.g. behaviour, schoolwork, emotions, rules, lunch times, playtimes, news, concerns etc.

A code of behaviour is decided upon by all in the circle. Where appropriate, eye contact and use of names is encouraged (unless discussing negative issues).

Other expectations can be decided upon by those involved in any given circle.

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Links with Other Areas of the Curriculum

Our Positive Behaviour Policy has strong links with areas of the curriculum notably PSHCE and RE, where issues of self-esteem, moral and spiritual development are addressed. It also has strong links with English, particularly the area of Speaking and Listening.

7. Monitoring

Evidence may be collected in numerous ways including: teacher's informal notes, Behaviour Matters books (both teacher's own and the playtime and lunchtime ones), 'Think Sheets', School Council meeting minutes, notes made during Parent Consultation times, parent questionnaires and on the Annual School Report. These sources of evidence and information will give an indication of progress made throughout the year and provide a way of monitoring children who may need further support.

8. Supplementary Information

This Policy was reviewed by the governing body in May 2016.

Signed(Chair) (Headteacher)

Date

This Policy will be reviewed annually.