**Positive Behaviour Policy**

Name of school: St Mary’s CE Primary School

Date of Policy: January 2016

Staff Responsible: Bruce Warland/Claire Joel (DHT/AHT)

Review Date: January 2017

**ETHOS STATEMENT**

In accordance with the aims of the school, the Governing Body of St Mary’s believe that all members of the school community should be esteemed, cared for, treated courteously and encouraged to make their unique contribution. Within our Christian ethos of love, forgiveness and justice for each person as a valued child of God, we aim to develop understanding and respect for each other’s faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.

**AIMS**

Positive Behaviour is a necessary part of the provision we make at St. Mary’s to create and maintain an orderly working environment in which all members of the school community feel safe and secure. By promoting positive behaviour we hope to deter the negative one. By doing so we aim:

* To encourage a calm, purposeful and happy atmosphere within school;
* To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
* To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
* To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
* To raise children’s self-esteem;
* To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
* To help children, staff and parents have a sense of direction and a feeling of common purpose.

**EXPECTATIONS**

All members of the school community are expected to behave in a considerate way towards each other and to demonstrate positive behaviour which supports our school ethos. Through doing so we aim to create a school community built on respect, compassion and love where each individual has a sense of respect and belonging.

We have an expectation for all members of St. Mary’s CE School to follow the rules and principles that underpin this policy and to ensure that these are applied consistently and fairly.

**TEACHING POSITIVE BEHAVIOUR**

At St. Mary’s CE Primary School we believe that the positive behaviours we expect are supported by our RE and PSHE Curriculum. As a result, we have derived a set of personal attributes for children to achieve and have organised these into six clusters of learning *(appendix 1)*:

**COMMUNITY CREATIVITY COMPASSION**

**COMMITMENT CONTEMPLATION CHOICE**

Our RE Curriculum and our PSHE Social & Emotional Aspects of Learning Programme are also organised into these clusters of learning. It is therefore hoped that the personal attributes/positive behaviour for area is supported through curriculum work.

We believe that staff, parents and visitors of St. Mary’s can contribute to actively helping children develop these personal attributes. They can be promoted in various ways by:-

* Modelling the personal attributes directly;
* Setting appropriate boundaries for children’s behaviour;
* Showing empathy and understanding of children;
* Listening to children;
* Showing respect and understanding to everyone in the school community;
* Providing feedback in an informative way to children;
* Using positive consequences to encourage the learning of appropriate behaviour;
* Using negative consequences to discourage the learning of inappropriate behaviour;
* Linking the personal attributes to acts of Collective Worship and thus encourage whole school reflection of positive behaviours.

**RULES AND ROUTINES**

School rules have been agreed by the whole school community and are known in school as the ‘Sunshine Six’. The children should be consistently reminded of these rules as they enter the school and at the beginning of each academic year and are then expected to adhere to these. They are:

**Compassion:** I can show I care for others.

**Creativity:** I can take part in all activities.

**Commitment:** I stand up for what I believe is right.

**Community:** I always say please and thank you.

**Contemplation:** I am always honest.

**Choice:** I choose to follow rules and instructions.

Classroom rules are drawn up collaboratively between pupils and staff at the beginning of each academic year. They are expected to supportive of our school ethos and provide a clear set of ‘positive’ boundaries to ensure that children can work cooperatively in a safe, happy and supportive learning environment. These rules should be clearly displayed in the classroom for pupils to see.

All staff should, fairly and consistently, remind the children of any school rules and support the children appropriately so that they can adhere to these. There are a number of rewards and consequences that can support the staff in this.

**REWARDS**

At St. Mary’s CE Primary School we believe that children should be encouraged to behave well and work hard. We use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

* **STAFF PRAISE**
* **CLASS REWARDS**

Rewards appropriate to the year group, e.g. stickers, smiley face, house points etc

* **‘CONGRATULATIONS!’ CERTIFICATES**

These certificates are presented to two children from each class every two weeks during the Friday ‘Congratulations’ assembly.

* **SPECIAL CERTIFICATE**

These certificates are presented to two children from each class each term.

* **LUNCHTIME AWARD**

This is awarded to one child in each key stage each week for demonstrating positive behaviour at lunchtimes.

* **HEAD TEACHER’S AWARD**

This certificate is presented to one child each week for demonstrating positive behaviour or effort.

* **POT OF GOLD**

The ‘Sunshine Six’ rules are linked to a Rainbow display in each class which has the ‘Pot of Gold’ as the designated reward. Children can achieve movement towards this by following and demonstrating understanding of the ‘Sunshine Six’ through their behaviour. Once they reach the ‘Pot of Gold’, children receive a raffle ticket which is entered for a prize draw in the Friday ‘Congratulations’ assembly.

* **HOUSES**

The children are organised into one of four houses:

**LICKEY CLENT WASELEY MALVERN**

Each term the children’s house points are counted by the Y6 pupils and totalled for the house. The house with the most merit points at the end of each term has an afternoon house event (e.g. games outside).

* **STAR AWARDS (LUNCHTIME)**

The children can receive a star from a lunchtime supervisor if they demonstrate positive behaviours during this period. These are displayed on the board outside the school hall for everybody to see and each child awarded one of these becomes eligible for the Lunchtime behaviour award.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children’s success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

**CONSEQUENCES**

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At St. Mary’s CE Primary School we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. The consequences can include:

* **STAFF SANCTION**

These can take place in many forms, e.g. frown, a quiet word with a child, warning, movement away from the ‘Pot of Gold’ on the Rainbow.

* **TIME OUT**

If a child does not comply with warnings then the class teacher may send him/her for a period of time out. This can be in a designated area within the classroom or a period of time in another classroom.

Incidents of poor behaviour in class are recorded in the class behaviour log.

* **SENIOR LEADERSHIP**

If the children display negative behaviours which have not improved after the stages above, then they can be sent to a member of the school’s senior leadership team. This is recorded in the school’s central behaviour log.

* **REPORTS**

When it is felt that a child’s behaviour is persistently negative then she/he can be placed on a report for a period of time and with a particular focus. There are various stages of report and monitoring of this varies between the stages *(appendix 3)*. It is imperative that parents are involved at this stage, if not earlier.

* **FIXED TERM AND PERMANENT EXCLUSIONS**

We do not wish to exclude any child from St. Mary’s CE Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures.

**INVOLVING PARENTS, AGENCIES AND OTHER STAFF**

Teachers and Teaching Assistants are asked to annually audit the behavioural needs of children in their class in order to evaluate the support that is offered to individuals or groups of children. In addition, the SENCO will meet with teaching staff as part of half termly ‘Every Child Matters’ (ECM) Meetings.

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management should be given an Individual Behaviour Plan (IBP). This document includes details of individual & specific ‘child-centred’ targets with details of ways that the child can be supported in achieving those targets.

At this stage the SENCO will make decide whether or not outside agencies need to be involved for support/guidance and will inform the parents. An IBP must be shared with the child and shall be reviewed on a termly basis.

**BEHAVIOUR OUTSIDE OF SCHOOL**

Teachers have statutory powers to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

The school will apply sanctions as appropriate, and involve parents, when any non-criminal behaviour and/or bullying is witnessed by a member of staff or reported to the school. The school may discipline any misbehaviour when the child is:

* Taking part in any school organised or school related activity.
* Travelling to or from school.
* Wearing school uniform.
* In some way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, will also be sanctioned if they:

* Could have repercussions for the orderly running of the school.
* Pose a threat to another pupil or member of the public.
* Could adversely affect the reputation of the school.

**ROLES AND RESPONSIBILITIES**

**CLASS TEACHERS/TEACHING ASSISTANTS:**

The class teacher and teaching assistants will:

* Ensure that the school rules are applied consistently and fairly at all times
* Ensure that classes behave in a responsible manner both in the classroom and when moving around the school
* Hold high expectations of children’s behaviour
* Treat each child fairly, with respect and understanding
* Recognise positive behaviours at all times
* Apply rewards and consequences fairly and consistently
* Follow procedures outlined in this policy and liaise with senior leadership where support is needed in managing behaviour of individuals
* Consult with parents where there are any behavioural concerns

**SENIOR MANAGEMENT TEAM/BECO:**

The Senior Management Team and/or the SENCO will:

* Implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors
* Support the staff in the implementation of procedures outlined in this policy and guidance where necessary
* To keep records of any significant negative behaviour incidents and report to the LA as necessary
* Liaise with external agencies, including the ESW, as necessary in order to support individuals with specific needs
* The Head Teacher will follow guidance from the DfE and LA if a fixed term or permanent exclusions is deemed necessary

**GOVERNORS**

The Governors will:

* Annually review a written statement of principles to guide the Head Teacher in determining measures for promoting positive behaviour.
* Notify the Head Teacher and offer further guidance where it feels that particular measures should be introduced or issues should be addressed regarding behaviour.
* Consult with the Head Teacher as necessary if a fixed term or permanent exclusion is deemed appropriate.

**PARENTS/GUARDIANS**

The parents/guardians will:

* Support their child’s learning and co-operate with the school, as set out in the Home-School Agreement
* Promote positive behaviours at home as well as at school
* Read any documentation that is sent home
* Meet with members of the school staff as necessary to discuss any concerns
* Contact the school if they have any concerns or questions about the contents of this policy

**CHILDREN**

The children will:

* Try their best to demonstrate positive behaviour and develop their personal attributes
* Follow school rules and class rules at all times
* Take responsibility for their actions
* Consider the effects of their actions

**MONITORING & REVIEW**

The Positive Behaviour Policy is reviewed on an annual basis through consultation with all stakeholders.

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body as appropriate, including by making any recommendations for improvement.

A variety of records are held in school regarding behaviour. This includes records of yellow and green cards held by class teachers, red cards held by the senior management team and audits and IBPs held by the SENCO. Any incidents of behaviour which have to be reported to the LA, e.g. racist incidents, are also logged by the Head Teacher/Deputy Head Teacher.

The Head Teacher keeps a record of any fixed term or permanent exclusions that have been enforced at St. Mary’s CE Primary School.

**St. Mary’s CE Primary School**

APPENDIX 1: STAGES OF REPORT

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| STAGE 1 | STAGE 2 | STAGE 3 |
| Parents informed of the need to place a child on report/escalate the stage of the report.  Parent & child informed of the duration and the focus of the report.  Programme of support developed to manage children’s behaviour (where necessary), e.g. behaviour support groups. | | |
| * Report to be signed daily by CT/TA. * Report to be reviewed and signed weekly by SMT. * Report sent home to be shared with parents on a weekly basis. | * Period of ‘in-house’ exclusion agreed (e.g. exclusion from lunch breaks, no access to school clubs etc). * Report to be signed daily by SMT. * Report to be reviewed and signed weekly by HT/DHT. * Report sent home to be shared with parents on a weekly basis. | * Period of ‘external’ exclusion agreed (e.g. lunchtime periods, suspension period). * Report to be reviewed and signed daily by HT/DHT. * Report sent home to be shared with parents on a daily basis. * Weekly review meetings with HT/DHT, pupil, parents and other adults/agencies (where required). |
| * Review meeting to examine behaviour of pupil in relation to report focus. * Pupil taken off report   OR   * Report escalated to STAGE 2 | * Review meeting to examine behaviour of pupil in relation to report focus. * Pupil taken off report & monitored   OR   * Report escalated to STAGE 3 | * Review meeting to examine behaviour of pupil in relation to report focus. * Pupil taken off report or downgraded to STAGE 2   OR   * Meeting with HT to discuss exclusion period. |