



Mordiford CE Primary School

Positive Behaviour Policy

Aims and Values

At Mordiford CE Primary School we desire that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day. **We aim to provide a school community where everyone, children and adults, regardless of race, sex, religion, ability or background is valued as an individual and develops high self esteem.**

To enable this to happen, we believe that all members of the school community, children, all staff, parents and governors, should:

- have high expectations for their own and others' behaviour;
- involve parents in helping children at each stage
- respect and support each other, demonstrating a responsibility for others;
- show respect for the school environment and equipment;
- consider the safety of everyone; help themselves and others learn;
- make a positive contribution and recognise the contribution of others;
- be listened to and listen to others; realise the equal value of all and value differences;
- avoid raised voices and aggressive body language;
- treat all in a clear, fair, consistent and calm way;
- expect and help the classroom to be a quiet, ordered place;
- promote a relationship between children, teachers and parents as one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements; and
- expect good behaviour to be rewarded and poor behaviour to be punished.

Remember that every day is a new day.

Promoting Positive Behaviour

Positive behaviour management relies on the prevention of difficulties. This provides maximum opportunities for encouragement, praise and reward.

Areas to consider are:-

- use of furniture e.g. Is the classroom free of clutter?
- use of space e.g. Can children/adults move freely?
- use of displays e.g. Are they stimulating and interactive?
- materials and resources and children's access to them
- time management and the need to prioritise
- creativity

- consistent use of routines
- high expectation and mutual respect
- grouping of children
- health and safety
- feel good factor
- lessons planning
- lesson management.

Key lesson management skills:

- planning
- punctuality
- positive start
- involvement of children
- pace and flow
- groupings
- monitoring progress and providing feedback
- flexibility
- managing time, movement and noise
- positive and conclusive plenary
- relationships and rapport voice, time, body language

Our Approach to Rewards

Classroom Approaches:

Rewards do need to be age appropriate. **All** children should benefit from rewards including those children in the mid range of ability and aptitude.

Younger children frequently respond to short-term rewards rather than waiting for half termly or termly recognition.

Rewards will be set out in child-friendly language.

It is essential that boundaries of acceptable behaviour are consistently applied by all staff.

This will be supported through Key Stage meetings.

Rewards through Praise

Public and private praise giving the reason for praise.

Praise good behaviour as well as work.

Show an appreciation of children's contributions.

Praise those doing the right thing to provide an incentive for others to receive praise.

Rewards to Build Success

Use stickers and comments on work to encourage children to respond positively and critically.

Give children responsibilities as a reward.

Rewards linked with the School's Assessment Policy.

Provide pupils with opportunities for self-evaluation and therefore recognition of achievement.

Provide a means by which class members can earn team points.

Rewards to Congratulate

Gold book certificates for specific achievements e.g. special events, class competitions, personal breakthrough moments.

Effort and Achievement Awards e.g. Key Stage 1 Star of the Day, Key Stage 2 Achievement Cup, Thank You Tickets.

Celebration assemblies for the sharing of achievements and awards.

Rules

Children need security. This can be provided through consistency of rules. The following school rules have been agreed that fit with the school values. These will be regularly discussed in Assemblies.

For example ..

Please remember to;

- . *Walk sensibly around our school*
- . *Be kind and helpful*
- . *Be polite and respectful*
- . *Always try to do our best*
- . *Always listen carefully*
- . *Be responsible for ourselves and others*
- . *Take pride in ourselves, our school and our environment ...*

Each class at the beginning of each school year will negotiate 'classroom rules'. These will be displayed in classrooms and are regularly referred to. Playground rules will be negotiated by the School Council and Playground Buddies. **At playtime duty staff and playground buddies or Year 6 pupils who are listening link buddies help to promote positive playtimes.**

Routines

It is through routines that we teach the rules and consolidate the responsibilities required for children to develop self discipline and become independent learners. Routines help a class/school to run smoothly and are essential to good classroom management.

Key points to consider are:-

- when children enter and leave a space
- signal used by a teacher to gain attention
- break and lunchtimes
- everyday activities such as sharpening pencils, going to the toilet, getting lunch boxes etc
- appropriate noise levels at different working times

These key points are useful for teachers to create successful routines:-

- be on time and prepared at the beginning of teaching sessions
- begin each day in the same way
- have a positive start/end to the day
- end the day in the same way

Expectations

At Mordiford we have high expectations of children's behaviour. The expectation of high standards needs constant scaffolding from all staff by:-

- pre-empting and preventing poor behaviour by organising and managing children in a way that gives them the chance to demonstrate what they can do
- providing the role model children need
- reinforcing and encouraging the desired standards
- making children feel good about being the way the teacher is encouraging them to be

Developing Self-esteem

Children with high levels of self-esteem are confident learners, enjoy the respect of their peers and attract friends. There is a direct link between children's self esteem, their behaviour and the extent to which they achieve their academic potential. At Mordiford CE Primary School we develop children's self esteem by:-

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school use a number of resources including the 'SEAL' curriculum, where pupils learn the skills of self awareness, self regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement when they demonstrate good behaviour.

Circle Time is also used to promote positive behaviour through the use of a range of activities and games. These develop children's collaborative, personal and social skills, along with their self esteem and confidence and their ability to communicate effectively with each other.

Talking to Children

We develop self esteem and promote positive behaviour through our language choice. We respect children by the way in which we communicate with them and with other adults. We ensure that all adults at school, supply teachers, parents/community helpers and visitors understand that this is the approach we use.

Involving the Children

At Mordiford CE Primary School we provide opportunities for children to practise giving and receiving criticism in non-threatening ways to develop their self esteem.

Children are given opportunities to:-

- be able to see things from other peoples points of view
- be able to give reasons for their opinion
- learn to use constructive language
- experience lots of different kinds of questions to make them think and to show them how to question and think for themselves for example through Collective Worship and Philosophy for Children sessions.
- know what it is they are evaluating
- be able to recognise their own achievement
- learn how to evaluate their work

Taking Responsibility

Taking responsibility raises self esteem. It makes children feel secure about themselves.

There are two sides to taking responsibility:-

- having responsibility
- being responsible

Children from Reception through to Year six are elected as members of the School Council or Eco Squad.

As children move up the school greater responsibility is given in the form of:-

- House/Vice Captains
- Playground buddies
- **Year 6 Listening link buddies**
- Librarians
- Assembly/Hall monitors
- Class monitors

We provide opportunities to enable children to be responsible. Children are encouraged to make informed choices about their actions and their reactions to people and events. Much of this work occurs within the Religious Education curriculum, Assembly themes and speakers, PHSE and Citizenship lessons and Philosophy for Children sessions.

Subjects are covered including:-

- making choices
- likes and dislike
- fair and unfair
- right and wrong

Working with Parents

In line with Mordiford CE Primary School's values, contact is kept with parents to develop the partnership. This incorporates many opportunities to keep parents aware of what we wish to achieve for their children through:-

- Parents evenings
- Written reports
- Induction afternoons for new children and parents joining our Reception class.
- **Informal coffee / tea drop in sessions to meet with SENCo**
- Curriculum weeks
- School website
- Newsletters
- Target setting
- Open door policy

Sanctions

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be over used or relied upon too heavily.

It is very important that children know and actively experience that sometimes an adult may not like aspects of their behaviour but that the child is liked as a person and that all kinds of potential can be seen in them.

Individual pupils with challenging behaviour are a whole school issue not just the class teachers. Teachers need support, emotionally from others and from the systems in place.

Procedures for Recording and dealing with problematic behaviour

At Mordiford CE Primary School we will use a range of skills to prevent moving into sanctions. Firstly a general reminder of the class rules. Reminders may include verbal messages or non verbal ones, such as sign language. Non verbal messages have the advantage of allowing us to communicate with children without interrupting the flow of the conversation with others. Non verbal messages may be used for:-

- sit up
- sit down
- turn around
- chair legs on the floor
- stop what you are doing
- listen carefully
- look carefully
- thumbs up; and
- smiles

We will provide a chance for a child to demonstrate positive behaviour before moving towards sanctions. Unacceptable behaviour can be described as:-

- use of physical violence in any form
- use of inappropriate language

- excessive or persistent verbal abuse to children or staff
- bullying or racist behaviour (see Anti Bullying and Racial Equality policy)
- persistent unreasonable or disruptive behaviour in class or around school. This may involve persistent talking in class, shouting out, distracting others, tormenting others, running in school, spoiling games, lack of respect for people or property, playing in toilets etc.

Sanctions at Mordiford are organised into a hierarchy:-

- A private reminder referring to class/ school rules
- A warning of the sanction that will follow if the inappropriate behaviour continues. This will be presented as a choice for the child. They will make the decision whether to keep to the agreed rules or experience the sanction.
- Temporary isolation of the child within the classroom, accompanied by loss of own time at break or lunch. (This may be used as a positive support strategy by a child).
- Temporary isolation of the child from the classroom either to a partner class. (This may be used as a positive support strategy by a child). No children are to be sent to stand outside the classroom unsupervised.
- The Head teacher will speak to the child.
- Informing or asking to see parents. Inappropriate behaviour in class will be recorded. Inappropriate behaviour at break/lunchtimes will be recorded in the playtime book. Parents will be contacted by the class teacher to discuss the schools concern but also to provide an opportunity for parents to identify possible reasons for the inappropriate behaviour. The Head teacher and SENCo will be informed that there is a concern. A shared strategy will be set up, this may include a behaviour modification chart (e.g. Smiley face chart) with a system of monitoring and regular contact with parents in place. Parents will be made aware that if there is continuing evidence of unacceptable behaviour it will be recorded and further contact with home will be made, this time in writing for recording purposes in school. A copy of the letter will be placed in the child's file.
- Temporary exclusion of the child from the classroom. The child will work with Key Stage Co-ordinator in his/her classroom. If the child is in the Key Stage Co-ordinators class he/she will work in the opposite Key Stage classroom
- The Key Stage Co-ordinator and class teacher will then meet with parents to set up a daily positive behaviour diary. The SENCo will be informed at this point.
- The Head teacher will meet with the child's parent(s).
- Temporary exclusion of the child from the school at certain times e.g. lunchtime
- Temporary or permanent exclusion from school.

Other sanctions, directly related to the misdemeanour, for instance cleaning the graffiti off the wall, referring child to a more senior member of staff, loss of a privilege, may also occur.

Additional Support

Pupils who show signs of emotional and behavioural difficulties which are not resolved by the general arrangements outlined in this policy will be moved to the school based stages of the Code of Practice. If necessary, pupils will be offered additional support through Wave 2 group work or individual mentoring sessions with the child's class teacher / learning mentor. Parents are always consulted and kept informed at every stage of the process.

For pupils with more significant difficulties where School Action Plus is necessary the school will work in partnership with outside agencies such as the Educational Psychology service and Local Authority Behaviour Support Team. If it is appropriate an individual behaviour plan (IBP) will be drawn up with the child's class teacher, pupil and parents as well as the SENCo.

As part of this staged response to a child's difficulties the school may consider the involvement of Social Care and Health Services which can help to meet the needs of children and their families.

Staff will keep evidence of unacceptable behaviours in school and a 'Home School Link book provides information to the child's parents which is completed by the child's class teacher and acts as evidence so that issues can be dealt with promptly. Class teachers / SENCo work closely with parents whose child is at School Action / School Action Plus at all times.

In some cases parents request and need support in managing their own child's behaviour at home. This support can be offered in school and parents can be referred to outside agencies as well as the school nurse that have experience in working with families.

A Pastoral Support Programme (PSP) will be set up if a child is felt to be in danger of exclusion. Only in extreme circumstances, such as endangering other pupils and staff would exclusion proceedings be invoked (see Exclusion Policy) without the above process being followed. Serious action will be taken if serious incidents take place in school when an immediate exclusion will result.

Mordiford C. E. Primary School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This applies to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warrant it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments, emotional and social difficulties. These adjustments would be made before any official diagnosis if necessary and all staff would be aware of the reasonable adjustments they would need to make. This may give the appearance of the policy not being adhered to at times, as rewards and sanctions are applied 'differently' but pupils', staff and parents should be reassured that adjustments are only made in order to meet a pupil's individual need.

Bullying

It is the aim of this school to create and maintain an atmosphere in which bullying cannot easily occur. As a school we do not condone any form of bullying whether it be physical or verbal. Our Anti-Bullying policy states how we aim to prevent bullying and the procedures followed if any bullying incident occurs.

Signed:

Date:

Review Date: