



Positive Behaviour Policy

Ethos statement

- Equip pupils with the knowledge, skills and attitudes necessary for life as a twenty-first century citizen.
- Nurture talents of all kinds and encourage each child to develop their intellectual, creative and physical abilities to the full.
- Provide as many opportunities as possible for pupils to enjoy success and satisfaction irrespective of ability.
- Create a caring community where all individuals are treated with fairness, respect and equality, enabling them to develop relationships based on tolerance, goodwill and sensitivity.

Aims

- To encourage adherence across the whole school to an agreed set of principles of behaviour.
- To support effective teaching and learning.
- To contribute to mutual respect.
- To promote self-discipline and give children choices about their behaviour, teaching our pupils that actions and choices have consequences
- To encourage our pupils to:
 - Care for and look after each other
 - Care for and look after the environment
 - Care for and look after property - their own, that of others and that of the school
 - Be polite and show respect for everyone
 - Care for their work and be proud of their achievements
- To prevent all forms of bullying including racially, religiously or culturally motivated bullying; homophobic bullying; bullying of pupils with SEN or disabilities, sexist or sexual bullying and cyber-bullying.
- To gain the agreement and support of teachers, support staff, parents, governors and pupils.

Code of Conduct

Pupils, parents and staff will agree to embrace the six c's:

- 1) **Courtesy:** to treat everyone and everything with respect,
- 2) **Consideration:** to be thoughtful of others thus allowing effective teaching and learning to take place,
- 3) **Co-operation:** to work and play together in harmony avoiding conflict,
- 4) **Concentration:** to be attentive and to do the best we can at all times,
- 5) **Community:** to take an active pride in our appearance, school environment and neighbourhood,
- 6) **Common sense:** to behave responsibly in such a way to ensure the safety of people and property at the school and on the way to and from school.

Implementation of the Code of Conduct

- The code of conduct is displayed in classrooms and other parts of the school.
- The code of conduct is designed to be brief and easy to learn.
- It includes a few general rules which our school will enforce. The reason for each rule will be obvious.
- All rules and their examples are expressed in positive and constructive terms.
- The code of conduct will be capable of application to an infinite variety of situations and is designed to encourage pupils to develop responsibility for their own behaviour.
- A4 sheet displayed in each classroom showing /listing the code

Strategies to encourage positive behaviour

There are a variety of strategies that can be used to encourage positive behaviour. The strategies provide support and are designed to resolve behavioural problems. Some pupils will need extra behaviour support with early identification being made through regular pastoral reviews.

Appendix 1

Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to positive behaviour. It follows that lessons should have clear objectives, understood by the pupils and differentiated to meet the needs of all pupils. There will be regular opportunities within the curriculum to teach the skills for positive behaviour, for example as part of the PSHE programme and SEAL materials

Appendix 2

Rewards

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. It is expected that positive standards of behaviour will be encouraged through the consistent and fair application of our code of conduct, supported by a balanced combination of rewards and sanctions. Praising pupils' efforts and successes has a strong motivational effect. Motivated pupils are unlikely to present behavioural problems. The praise must be genuine and well deserved.

We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, etc. are recognised and valued by the whole school community.
- Encourage self-esteem in individual pupils.
- Recognise and reward effort as well as achievement.
- Raise the aspirations of all pupils.
- Provide written evidence of success for inclusion in other documents such as reports.

Appendix 3

Sanctions

Pupils have a right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. The reason for the sanction will be clearly explained to the pupil/s and recorded on an incident form. It will be emphasised that it is the behaviour and not the person which is unacceptable. The school operates a hierarchical system of sanctions, with referral to more senior staff at the appropriate level. Consistency and fairness in the application of the sanction system will be maintained through regular recording and monitoring.

Appendix 3

In cases of external exclusions, pupils will be placed on a pastoral support plan (PSP) when they return. This will be managed by the Deputy Head Teacher & Inclusion Manager.

Confiscation of property

Confiscation like all sanctions must be applied in a reasonable and proportionate way. An item may be confiscated if:

- It poses a threat to others e.g. penknife
- It poses a threat to good order for learning e.g. iPod, mobile phone
- It is against school uniform rules
- It poses a health and safety risk
- It is counter to the ethos of the school
- It is illegal for the pupil to have e.g. racist material

The school will keep a record of all confiscated items. The items will be stored securely with the Deputy Head in the Deputy Head's office. Parents will be informed and may be asked to collect the items personally

The possession of mobile phones is covered by the school's mobile phone policy

Appendix 3

Out of class/school behaviour

All pupils are expected to follow the code of conduct whilst in uniform, travelling to and from school and when representing the school. Our policy applies to school activities including extra-curricular activities on site and educational visits including residential field-trips, music and sports events.

Roles, Rights and Responsibilities

All staff are responsible for the day to day management of positive behaviour and will consistently follow the structures and procedures in this policy. All staff, parents and pupils are responsible for supporting the school ethos, code of conduct, home school agreement etc.

Appendix 5

Links with other policies

As part of our school ethos and code of conduct all pupils are expected to treat each other with respect. Incidents of bullying or of a racist nature will be taken extremely seriously and will link into our sanction procedures.

(Anti-bullying Policy/Equal Opportunities Policy)

The school firmly believes that all pupils benefit from regular attendance and as such encourages positive behaviour. To this end we will do all we can to encourage parents/carers to ensure that the children in their care achieve maximum possible attendance and that any problems that prevent full attendance are identified and acted on promptly.

(Attendance Policy)

Effective classroom management skills will be developed further through training, INSET, sharing of good practice and appropriate support from colleagues. Personal reflection on practice, for the purpose of improvement will be of great importance and encouraged.

(Teaching & Learning Policy)

Monitoring and Evaluation

All staff are responsible for the promotion of positive behaviour and for monitoring their own consistent application of rewards and sanctions in line with the school policy.

This policy will be reviewed by the Senior Management Team and the Governing Body on an annual basis.

Policy date: March 2011

Mrs J Jefferson, Deputy Headteacher

List of appendices:

Appendix 1	Strategies to encourage positive behaviour	page 4
Appendix 2a	Classroom Behaviour Plan	page 2
Appendix 2b	Classroom Management Checklist	page 2
Appendix 3	Rewards/Sanction System	page 6
Appendix 4	Pastoral Support Programme	page 8
Appendix 5	Roles, Rights and Responsibilities	page 11

Appendix 1

Strategies to encourage positive behaviour

- **Verbal warning system:** The member of staff issues TWO verbal warnings before issuing a sanction giving the pupil the opportunity to correct the behaviour.

In Reception and Year 1 A Sunshine/Cloud system is operated during the school week. A child misses out on a specified amount of time if their name is recorded on the Black/Grey cloud. Sunshine time is used on a Friday afternoon to congratulate/praise good behaviour
- **Exit cards:** If there is a known situation an exit card can be given to a pupil. This will allow them to remove themselves from the class. The pupil should go to the Head of Year or if issued by the Head of Year the pupil should go to another member of the year group team as specified by the teacher issuing the card.
- **Team building:** The use of all available opportunities to build teams e.g. Induction Day, House System etc.
- **Pupil Monitors:** Positions of responsibility given to pupils who act as role models for the rest of the school.
- **Individual Education Plans:** A formal approach between staff, pupil and parents to tackle specific educational and/or behavioural issues, co-ordinated by Inclusion Manager
- **Pastoral Support Programmes:** An intervention programme designed to prevent a pupil reaching permanent exclusion. Pastoral staff, outside agencies, parents and the pupil are involved in a number of meetings and strategies to help the pupil modify his/her behaviour. A PSP is usually triggered after two/three fixed term exclusions.
- **Extra Privileges:** Extra privileges can be earned by an individual, group or class through consultation with the Key Stage Leader e.g. additional five minutes break time.
- **Target Cards:** Three levels of target cards can be issued to help an individual pupil correct their behaviour. Target cards are carefully monitored by both teaching staff and parents.
- **Reward System:** The reward system is a cumulative process and feeds into Assemblies.
- **Teacher Skills/Training:** A number of different skills are used to encourage positive behaviour e.g. privately telling pupils off, tactical ignoring, language of choice, countdown to silence etc. A number of opportunities are made available throughout the academic year for staff training/observation/sharing of good practice etc.
- **Time out of class:** A pupil may be sent to stand outside the classroom, to reflect on their behaviour. This can be for a maximum of five minutes only.
- **Time in another class:** Through prior arrangement with a colleague a pupil may spend part or all of a lesson with another teacher.

Appendix 2a
Classroom Behaviour Plan

The following 6C's list the forms of behaviour that a teacher can reasonably expect from pupils in a lesson:

- ✓ **Courtesy:** to treat everyone and everything with respect,
- ✓ **Consideration:** to be thoughtful of others thus allowing effective teaching and learning to take place,
- ✓ **Co-operation:** to work and play together in harmony avoiding conflict
- ✓ **Concentration:** to be attentive and to do the best I can at all times,
- ✓ **Community:** to take an active pride in our appearance, school environment and neighbourhood,
- ✓ **Common sense:** to behave responsibly in such a way to ensure the safety of people and property at the school and on the way to and from school.

Appendix 2b
Classroom Management Checklist

The school's classroom behaviour plan to be displayed and followed in every classroom.	
Teachers and pupils to be prepared for the lesson	
Lesson objectives to be clearly displayed on the board	
Code of conduct followed	
All pupils are enabled to participate fully in the lesson	
Emphasise of the positive, including praise for good behaviour as well as for good work	
Extend and motivate all pupils	
Model and teach positive behaviour	
Make sparing, fair and consistent use of reprimands	
Use private rather than public reprimands where possible	
Model the standards of courtesy expected from the pupils	
Avoid shouting, sarcasm and threats	
Avoid whole group punishments and humiliation	
Lessons to have a plenary and to finish on time	
Manage an orderly exit from the room at the end of the lesson	
Analyse the classroom management performance and develop further good practice	
Share good practice with colleagues	

Appendix 3

Reward/ Sanction System

Reward System

The Reward System is structured around a cumulative process of celebrating success or progress and feeds into the House System. Individual subjects may present a Certificate of Achievement. In year five and six Conduct Awards are presented for consistently good behaviour.

Praise

Praise can be given in many ways and as often as possible through:

REWARDS Individual rewards

- ☺ Verbal praise or a smile
- ☺ Stickers, stamps and stars
- ☺ Written comments on work
- ☺ Work Displayed
- ☺ Head Teacher/Deputy Head Teacher Award
- ☺ Letters or phone call homes
- ☺ Sharing good work with other adults
- ☺ Mention in the newsletter
- ☺ Personalised letters to parents
- ☺ Certificates that recognise positive contributions
- ☺ Certificate of good conduct (Y5 / Y6)
- ☺ Celebrations assemblies involving parents
- ☺ Celebrating good pupil behaviour and achievements outside of school to ensure that some pupils who do not usually receive praise in school are singled out for recognition

Whole class rewards

- ☺ Golden time/Sunshine time
- ☺ Class treats

CONSEQUENCES

- ☹ Frown / disapproving comment
- ☹ Warning
- ☹ Moved within classroom
- ☹ Moved outside the classroom (maximum 5 minutes)
- ☹ Moved to another class *
- ☹ Loss of all or part of playtime/lunchtime **
- ☹ Completion of work/extra work*
- ☹ Written apology/explanation of behaviour
- ☹ Phone call to parents by head of year in the first instance; then deputy head if behaviour does not change - These will be recorded on a parent contact sheet and passed to the Deputy Head**
- ☹ Referral to member of SMT (Deputy or Head Teacher)
- ☹ Letter to parents**
- ☹ Meeting with parents**
- ☹ Placement on a behaviour card (Green/Amber/Red) ***
- ☹ Internal exclusion
- ☹ Fixed term exclusion

* A Record of Parent Contact Form must be completed and passed onto the appropriate member of staff.

** A Behavioural Notification Form will follow these sanctions and will be passed onto the appropriate member of staff.

*** See structure for use of behavioural card

Appendix 4

Pastoral Target Card System

It should be noted that at any time if the seriousness of an incident warrants it, this system will be set aside. It is devised to encourage good behaviour and is not a means of punishment.

Three levels of target cards are used to monitor behaviour issues.

GREEN Level 1

Monitored and issued by class teacher

1. Teacher is concerned about a pupil's behaviour/work
2. Teacher discusses concerns with Key Stage Leader.
3. Teacher informs parents (telephone).
4. Teacher informs pupils, agrees targets and issues card.
5. Teacher sends letter to parents to confirm targets.
6. Copy of letter to Key Stage Leader/Deputy Head and is filed.
7. Completed green target card placed in student records.
8. Pupil fails card if there are more than 5 crosses.

AMBER Level 2

Monitored and issued by Year Group Leader. Pupil reports to Key Stage Leader at end of the school day.

1. Pupil who has failed 2 consecutive green target cards or is involved in a more serious incident involving internal exclusion.
2. Key Stage Leader makes decision to place the pupil on an amber target card.
3. Key Stage Leader informs Deputy Headteacher.
4. Key Stage Leader informs parents and agrees targets (telephone/meeting).
5. Key Stage Leader informs pupil and agrees targets.
6. Key Stage Leader sends letter to parents confirming targets.
7. Copy of letter to Deputy Headteacher and filed in student records.
8. Completed amber card placed in student records.
9. Pupil who passes amber card moves down to green card.
10. Pupil fails card if there are more than 4 crosses.

RED Level 3

Monitored and issued by Leadership Team. Pupil reports to member of Leadership Team at the end of the school day.

1. Pupil placed on red target card for failure of 2 consecutive amber target cards or for a more serious incident involving external exclusion.
2. Leadership Team make the decision to place pupil on a red target card and inform Key Stage Leader.
3. Leadership Team inform parents and agree targets (telephone/meeting).
4. Pupil issued target card and informed of the targets.
5. Leadership Team sends letter to parents confirming targets and copy filed in student records.
6. Completed red target card placed in student records.
7. Pupil moves down to an amber card after successfully completing one week on red.
8. If pupil fails a red card (3 crosses), a meeting will be held between a member of Leadership Team, Key Stage Leader, parent/guardian, EWO and a PSP written.
9. On failing a second red card, a fixed term exclusion will be given.

Pupil Responsibilities

1. To keep the target card safe at all times.
2. To present the target card at the beginning of each lesson and registration.
3. To report to Teacher/Key Stage Leader/Leadership Team at the end of each school day.
4. To show the target card to his/her parents each evening.
5. To pass the agreed targets.

Parent Responsibilities

1. To sign the target card each evening and to come into school and discuss the target card at the end of the week
2. To discuss and agree the targets with the school and your son/daughter.
3. To help monitor and reinforce good behaviour and a positive work ethic.
4. To discuss with your son/daughter strategies for improvement.
5. To liaise with the Teacher/Year Group Leader/Leadership Team
6. To praise your son/daughter when a target card is passed.

Teacher Responsibilities

1. To discuss and issue green target cards with Key Stage Leader.
2. To inform parents about concerns.
3. To discuss and agree targets with both parents and pupils.
4. To help monitor amber and red cards issued to members of their Teacher group.
5. To positively encourage pupils to pass a target card.
6. To discuss and offer strategies to enable the pupil to pass the target card.
7. To check the target cards at registration every morning and afternoon.
8. To offer praise when a pupil does pass a target card.
9. To make sure copies of any telephone calls, meetings, and letters home are seen by Year Group Leader and copied to the Deputy Head. These should also be placed in pupil records.
10. To keep a record of all green cards issued
11. If pupil is on a statement, consult with Inclusion Teacher.

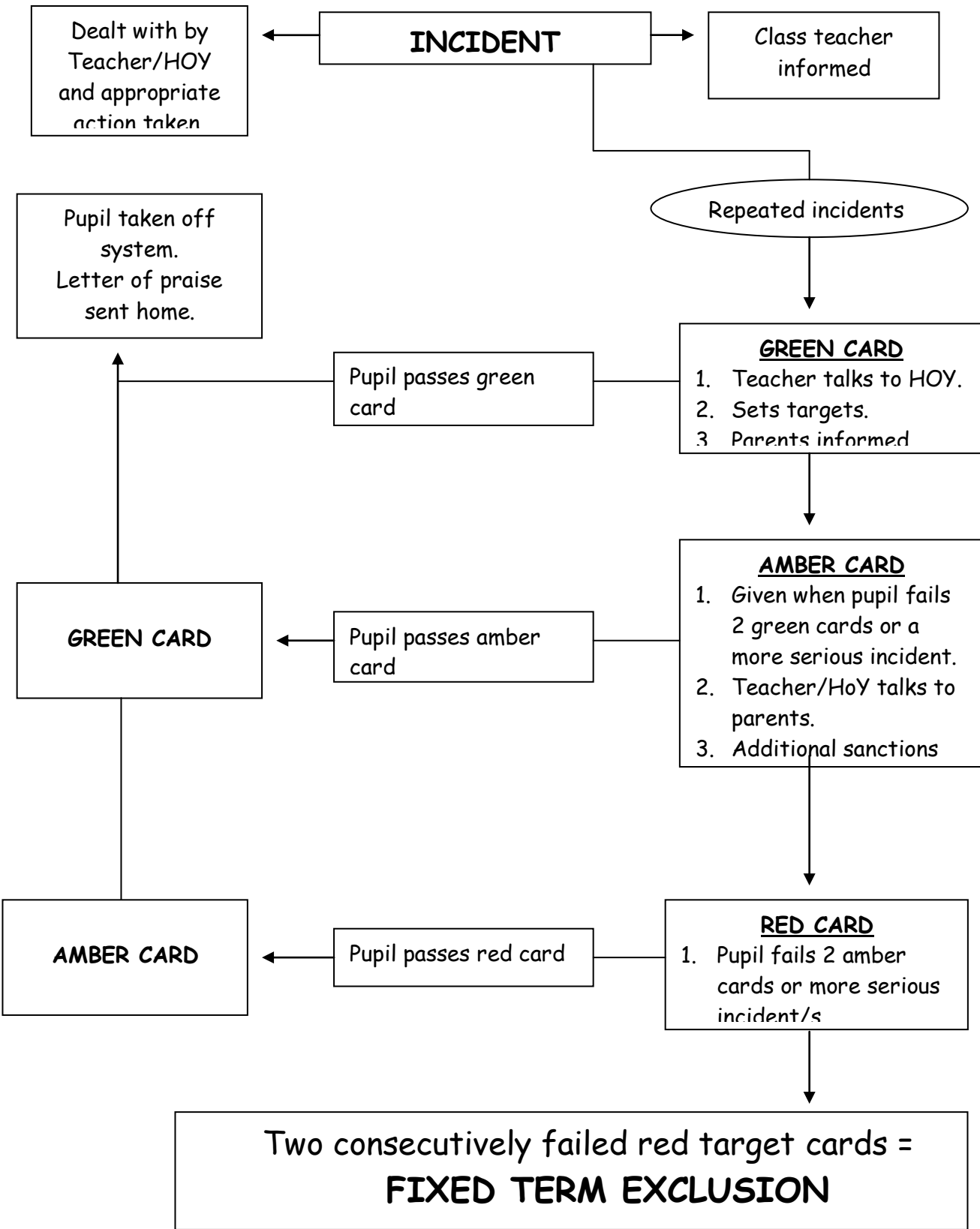
Year Group Leader Responsibilities

1. To monitor the issue of green cards by their year teachers.
2. To ensure that correct procedures for the issue of target cards are being overseen.
3. To discuss and issue amber cards with Deputy Headteacher.
4. To discuss and agree targets for amber cards with parents and pupils.
5. To make sure copies of any telephone calls, meetings, and letters sent home are seen by Deputy Headteacher and placed on in pupil records.
6. To offer strategies and encouragement to help pupils pass amber target cards.
7. To offer praise when a pupil passes a target card.
8. To keep a record of all amber target cards issued to their Year Group.
9. If pupil is on a statement, consult with Inclusion Teacher.

Deputy Headteacher Responsibilities

1. To issue and monitor, with Leadership Team, red target cards.
2. To keep a record of all red cards issued.
3. To monitor, review and check the whole target card system.

TARGET CARD SYSTEM



Two fixed term exclusions =
PASTORAL SUPPORT PROGRAMME

Appendix 5 Roles, Rights and Responsibilities

Rights:

We have the right:

- to attend school
- to enjoy a high quality education
- to have work marked regularly
- to work without unnecessary disruption
- to work and learn in a safe, caring and supportive environment
- to be treated with respect
- not to be bullied
- to tell a member of staff if someone, or something is making us unhappy
- to be heard

Responsibilities:

To enjoy our rights we have a responsibility:

- to attend school regularly and punctually
- to tell a member of staff if you or someone else is unhappy
- to listen to others
- to bring the appropriate equipment to lessons
- to be polite and courteous
- to be patient with others
- to do or say nothing which will harm or offend others
- to work to the best of our ability
- to make the most of the opportunities to learn
- to allow others the right to learn
- to complete homework and to hand them in on time
- to treat others with respect
- to respond positively to feedback and advice
- to respect other people's property
- to respect and care for the school environment and to keep it tidy