



Positive Behaviour Policy – 2023

Mission Statement

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

Love of Learning - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

Faith - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

Respect - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

Partnerships - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed annually by the Local Governing Body (LGB).
Policy reviewed by the LGB September 2023

**Our Positive Behaviour Policy is based upon:
RIGHTS, RESPONSIBILITIES and REWARDS OF CONSEQUENCES**

THE RIGHTS:

- We have the right to be safe and feel secure.**
- We have the right to learn and fulfil our potential.**
- We have the right to be treated with respect.**

THE RESPONSIBILITIES:

Rights come with responsibilities.

Responsibilities need to be learned and practised so that they become habits.

They are briefly:

Our School Responsibilities

It is our responsibility to help our children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application.

The Children's Responsibilities

It is the responsibility of children to learn and demonstrate their understanding of these rights, responsibilities and rewards of consequences and how they can apply them to themselves and to others.

Parents' and Carers' Responsibilities

It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes.

Governors' Responsibilities

It is the responsibility of the Governors to uphold the principles and practice of the Positive Behaviour and Relationships Policy on behalf of all children, parents and carers and staff at our School.

At the beginning of the school year a learning charter will be agreed by all children and staff. Each class will display a copy of the learning charter so that it can be referred to at any time. It may vary slightly according to the needs of each class.

Our Aim

At the School we aim to ensure that the children are safe and happy. Therefore, in addition to teaching them how to read and write, count and solve problems etc. we are also concerned with teaching children how to work and play alongside each other and how to behave towards one another.

Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect.

The aim of this school policy is:

- To develop in our children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly school community in which effective and positive learning can take place, in which there is mutual respect between all members, and where there is proper concern for the school environment.

Both these principles are achieved in the framework of a relaxed, pleasant atmosphere in which everyone is positively encouraged to give of their best, both in the classroom and in extra-curricular activities.

As a school we acknowledge the importance of the five areas outlined within the Every Child Matters framework. The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances.

They are mutually reinforcing. For example, children and young people learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty.

We know that quality learning only takes place in a school where every child is valued, feels safe and secure and is healthy and happy.

REWARDS: We reward positive behaviour

Several types of reward are regularly used, depending on the age of the child:

- Praise.
- Sharing achievement with others.
- Being given responsibility.
- Tokens, whole school token rewards and Achievement Awards.
- Choosing activities.

Praise

Praise can be given anywhere, by anyone, to anyone!

It will usually be given in the form of:

- Verbal acknowledgement of appropriate behaviour.

- A compliment to the individual or group by an adult.
- Positive body language e.g. smiles.
- Receiving a sticker, star, or smiley face.
- Achievement Awards.
- Receiving tokens (for showing Love of Learning, Faith, Partnership and Respect).
- A positive comment to parents, communicated by phone, letter or verbally.
- Letters home.
- Comments written when marking work.
- Sending a child to another member of staff for additional praise and recognition.

Children, Staff and Parents/carers should also be encouraged to acknowledge the achievement of others and give praise.

Sharing Achievement with Others (linked to previous statements)

Good behaviour will be commended publicly. This may include sharing with:

- Own class.
- Another teacher.
- Another class.
- Specific subject leader.
- Senior Teacher.
- Headteacher.
- Parents.
- Whole school (Achievement Assembly).
- Adults within the school community.

Being Given Responsibility

This may be in the form of:

- A special job e.g. looking after equipment, ringing the School bell.
- Helping staff in some way e.g. taking a message.
- Helping younger/other children.
- Line Leaders.
- 'Special helper of the day'.

Consequences/Sanctions

We strongly believe that the most effective tool is to recognise and reward positive behaviour. However, we understand it may be necessary to apply sanctions when pupils demonstrate unacceptable behaviour. We value and encourage the 3:1 ratio of positive rather than negative comments.

There is a hierarchy of sanctions in a lesson, which should be followed, except in extreme cases. This allows the adult to give warnings - for low level disruption - before a child is requested to complete their learning in another classroom or to lose playtime time to make up for lost learning. Parents/carers and the Headteacher will be informed if their child has had to spend time in another room. Adults must always use their professional judgement in dealing with a child's poor behaviour or a lack of willingness to learn. Adults will need to determine if other underlying reasons are

playing a part in a child's behaviour. Adults must always know that the Headteacher can be called upon and that to do so is a professional decision and not a sign of being unable to handle poor behaviour. **Physical punishment is not acceptable at any time.**

Children **must** be allowed to explain their actions. It is important that they feel staff will give them a chance to do this, and listen with an open mind, and not administer sanctions without just cause.

Very often, an apparently simple incident will involve other children, and so it is important to investigate the matter fully, in order that the children feel they are being fairly treated.

Exclusion is used only in the most exceptional and extreme circumstances. Governors and The Wessex Learning Trust are always involved.

Sanctions at Playtime and During Lunch Period

We try to be proactive when on duty, identifying potential situations before they develop. Being mobile on duty raises the profile of staff on break or lunchtime duty. Invariably moving towards the situation will diffuse it

Discussion with parents - only by a teacher, Senior Teacher or Headteacher. Even if questioned directly by parents, support staff must **never** divulge information to parents unless requested by the teacher. Discussions with parents about behaviour must be in a safe, quiet space and not in public. Concerns and complaints should be passed to the relevant class teacher, Senior Teacher or Headteacher.

ROLES AND RESPONSIBILITIES FURTHER GUIDANCE

Guidance for All Staff

Establishing Positive Behaviour at our School is a **collective** responsibility:

- Positive re-enforcement of good behaviour is more effective than negative punishments.
- Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important, than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in all lessons and in school assemblies. Class circle time, stickers, certificates, and notes home should acknowledge and reinforce positive behaviour as well as academic achievement.
- A well-managed, well planned environment decreases potential for problems.
- A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem.
- Criticism should never damage self-esteem. Censure should focus on the behaviour not the child e.g. 'It was unkind to push XX. ' Each child should be treated on an individual basis and not according to stereotypes.

- Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property.
- Children should be listened to and spoken to calmly. They should never be belittled.
- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to seclusion or exclusion.
- Staff should consult the Headteacher or the Senior Teacher when behaviour causes concern.

The Role of Parents and Carers

Parents and carers have responsibilities which will contribute to maintaining positive behaviour in and around our School. At the start of each academic year parents will be reminded of the following to promote positive behaviour:

- Regular attendance and punctuality.
- Providing the correct school uniform.
- Attendance at parents/carers interviews to discuss progress.
- That their child is actively encouraged to participate fully in their day to day school work and in the wider life of the school community.
- Agreement and co-operation in matters of discipline and a willingness to reinforce the school's efforts at home.
- Keeping in contact with the class teacher so that communication can be open and honest.

The Role of the Governors

The Local Governing Body has the responsibility setting down these guidelines for discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day to day authority to implement this policy, but governors may give advice to the Headteacher about particular disciplinary issues.

The Headteacher will meet regularly with the Local Governing Body, where if required she/he will discuss matters relating to behaviour and discipline.

USE OF REASONABLE FORCE (DfE Advice 2013)

We follow the guidance from the Department for Education in our use of reasonable force. We understand that reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. We consider that the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

We recognise that Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

We understand that it is unlawful for Schools to use force as a punishment.

It is acknowledged that there is a legal duty to make reasonable adjustments for disabled children and children with special educational needs and disability (SEND).

We are aware that schools do not require parental consent to use force on a pupil.

Staff Training

The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the pupils when doing so.

Telling Parents / Carers when force has been used on their child:

We will speak to parents / carers about serious incidents involving the use of force and we will record serious incidents in the serious incidence book, which is kept in the School's office. We acknowledge that it is for the School to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers will use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident;
- Degree of force used.
- Effect on the pupil or member of staff, and
- The child's age.