

Positive Behaviour Policy



Together We Learn

*...always striving to be outstanding, transforming
the aspirations of a community.*

Reviewed September 2018

Ernesettle Community School

Positive Behaviour Policy

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the Positive Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- School staff congratulate and praise children;
- School staff give children Team Points: we distribute Team Points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Teachers award 'Golden Tickets' to children for answering questions that 'prove learning' or excellent attitudes towards learning
- Each week we nominate a child from each class to receive the 'Headteacher's Award';
- Headteacher's prizes for good behaviour/learning/attitudes;

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Approaches for Positive Behaviour;

1. We begin by giving the child 'The Look'
2. Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules
4. Identify the child and put their initials on the board as a visual reminder to them
5. Identify and move the child within the class and place a 'dot' next to their initials on the board
6. Issue a Time Out card and send child to:
 - the relevant Head of Unit
 - alternative Head of Unit
 - Miss. McKenzie
 - Mrs. Parry
 - Mr. Meredith

Negative behaviour before school, at play time, at lunch time or after school may result in a 'Red Card' given by the Playworkers or Teaching Assistants; this is then passed on to teaching staff and may lead to an entry on the triangle.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own 'Golden/Classroom Rules', which is agreed by the children and displayed on the wall of the classroom. In this

way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

The Golden Rules

These rules are formulated by each individual class at the beginning of the year and reviewed regularly. The Golden Rules are displayed and signed by everyone. They should number approximately 5 and follow the Always/Never format:

Always respect other people's property.

Never take other people's things.

As a reward for keeping the Golden Rules children have 30 minutes 'Golden Time' each week.

Golden Time

This is free time when the children are able to enjoy constructive activities of their choice. It is lost for breaking the Golden Rules, generally, in blocks of 5 minutes.

Support

Just as we support curricular SEND we also support Behavioural SEND. We do this through:

Children Causing Concern Agenda item in Unit and SLT meetings;
Referrals to outside agencies (Educational Psychologist /MAST Team);
Regular Circle Time;
Individual report cards linked to targets (if necessary);
Conferencing;
The Inclusion Review.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This responsibility will be complemented by the additional support staff affiliated to the class group.

The class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All staff treat each child fairly and enforce the Golden Rules consistently. They treat all children with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Multi Agency Support Team (MAST) service.

The class teacher reports to Parents/Carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a Parent/Carer if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified. NB no exclusions will be given (unless the incident is so serious) until support has been put in place for that child.

The Role of Parents/Carers

The school works collaboratively with Parents/Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to the children and we expect Parents/Carers to read these and support them.

We expect Parents/Carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform Parents/Carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, Parents/Carers should support the actions of the school. If Parents/Carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The school and home can work together to monitor a child's behaviour via a behaviour report card (see Appendix 2).

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

ICT and Online Use of Technologies

Strategies for managing unacceptable use of such technologies are clearly stated in the E-Safety policy and Home school Agreement, users are aware of these strategies.

The school acknowledges and celebrates positive use of technology; users understand that the school may take action and intervene, where appropriate, in online incidents that take place at and beyond school. Sanctions are clearly stated in the E-Safety policy and teachers are aware that investigations can take place into E-Safety incidents that have happened outside of school, involving the necessary agencies if appropriate.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the Parents/Carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the Parents/Carers how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Body about any exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body will form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by Parents/Carers and the Local Authority, and consider whether the pupil should be reinstated.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on the red cards that are passed on to the class teacher.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

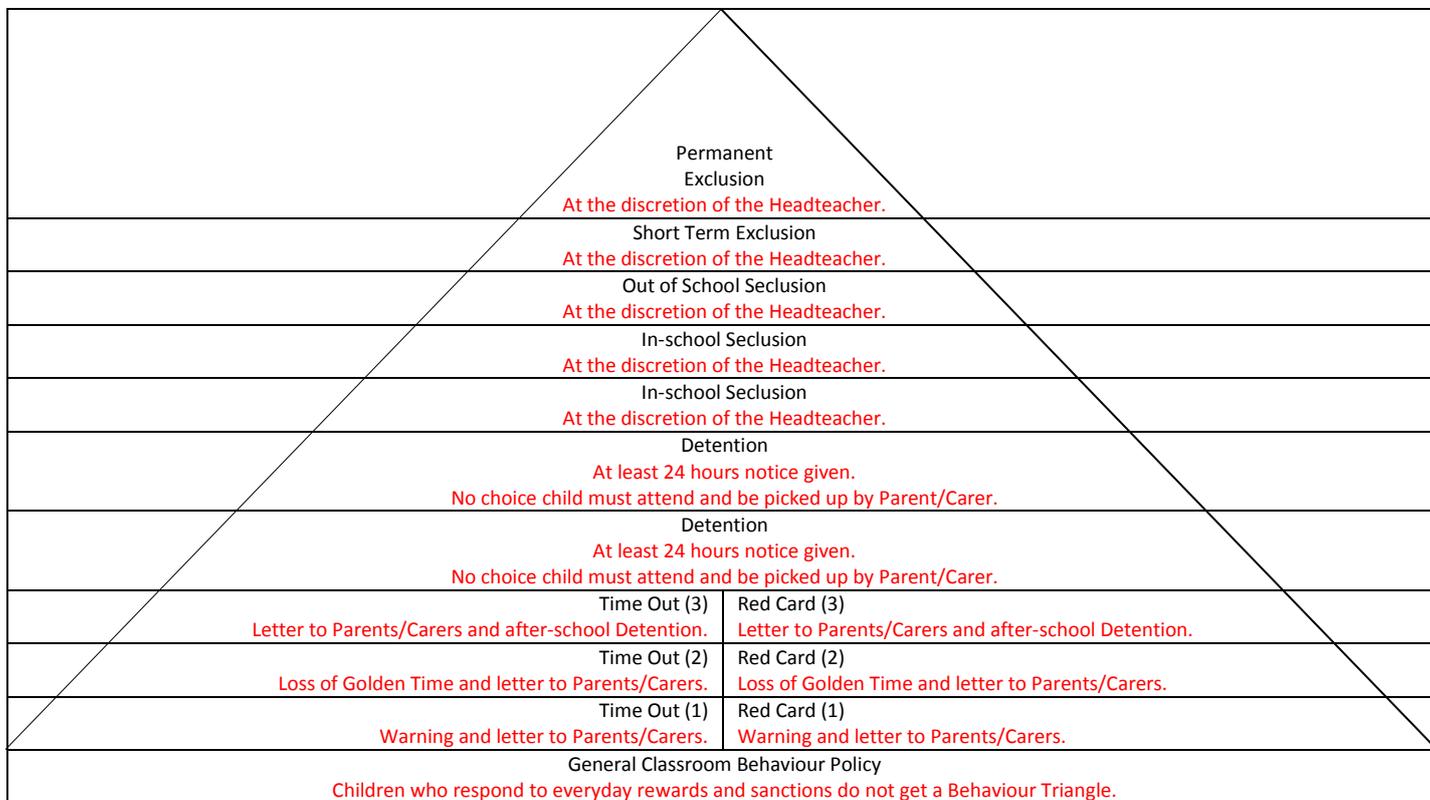
The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1

Dear Parent/Carer

In line with our behaviour policy your child has received a Time Out/Red Card because of his/her behaviour in the classroom/playground today. From this diagram you can see where he/she is on the Behaviour Triangle and the consequence of this.

Behaviour Triangle



Further Actions:

.....

.....

If you would like to discuss this further, please do not hesitate to contact me on 01752 201177. We would be grateful if you could discuss this with your child to try to ensure they go no further on the triangle.

Please return the slip below to let me know you have received this letter.

Yours sincerely

Mr A Meredith
Headteacher

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I understand my child has been given a Red Card/Time Out Card and loss of golden time, I have spoken to them about this matter.

On this occasion I would/would not like the opportunity to come into school to discuss the problem.

Signed (Parent/Carer) Class



Ernesettle Community School

Report Card

Name:

Dates:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|-----------|-----------|-----------|-----------|
| Lesson 1 |
| Lesson 2 |
| Playtime | Playtime | Playtime | Playtime | Playtime |
| Lesson 3 |
| Lunchtime | Lunchtime | Lunchtime | Lunchtime | Lunchtime |
| Lesson 4 |



Good



Satisfactory



Unsatisfactory

Comments:

Rewards and Sanctions Summary

Rewards

| Reward | When Awarded | Awarded For |
|---------------------------------|---|--|
| Team Points | All day, every day! | <p>Positive behaviour/attitudes/work....</p> <p>Weekly winners receive the 'Team Point Cup' in the Celebration Assembly. A termly total will be kept and the winning team for each new term will be given a 'Mufti Day'. This will be announced in the penultimate week of each term.</p> |
| Golden Tickets | Approx 1-5 per lesson | <p>For answering questions that 'prove learning'/excellent attitudes towards learning</p> <p>Children are given the Golden Ticket to write their name on and place in the Golden Ticket Raffle Box for their classroom. Every Friday, the class teacher will pick a ticket from the Golden Ticket Raffle Box, the winning child can choose a prize from the teacher's prize box.</p> |
| Teaching Assistant Prize Boxes | When Teachers/Teaching Assistants acknowledge exceptional effort/achievement/attainment | Any positive behaviour/manners |
| Golden Time* | Weekly (30 minute session: Friday 2.40pm-3.10pm) | For keeping the Golden/Classroom Rules |
| Headteacher's Award Certificate | Weekly in Celebration Assembly | Outstanding attitude/learning/behaviour |
| Headteacher's 'Prizes' | When Teachers/Teaching Assistants send children to the HT & by the HT at anytime | Any positive behaviour/manners |

No rewards will be withdrawn/taken back once they have been awarded

(* Golden Time is taken away for breaking the Golden/Classroom Rules but can be awarded back, please see below)

Sanctions

| Sanction | When Used | Details |
|------------------------|--|---|
| Loss of Golden Time | When a Classroom/Golden Rule has broken | <p>Golden Time should be taken away in five minute blocks. The initials of the child should be recorded on the Golden Time Chart as a visual reminder, of the time lost, to the child.</p> <p>Golden Time can be 'given back' to pupils should the teacher deem this appropriate. This approach can be used effectively to encourage and reward positive behaviours.</p> <p>Any child placed on the Behaviour Triangle loses their entire Golden Time for that week.</p> |
| Behaviour Triangle | Once the Classroom Behaviour Policy has been 'gone through' | <p style="text-align: center;"><u>Classroom Behaviour Policy</u></p> <p>Approaches for Positive Behaviour;</p> <ol style="list-style-type: none"> 1. The 'look' 2. Celebrate/acknowledge and reward good behaviour being displayed by other children around the child 3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules 4. Identify the child and put their initials on the board as a visual reminder to them 5. Identify and move the child within the class and place a 'dot' next to their initials on the board 6. Issue a Time Out card and send child to: <ul style="list-style-type: none"> • the relevant Head of Unit • alternative Head of Unit • Mrs Briggs • Mr Meredith <p><u>No children are to be standing outside classrooms please.</u></p> <p>The Head of Unit will liaise with the HT or DHT on an appropriate time to complete the triangle with the child. The AHT will complete this stage in the HT's/DHT's absence.</p> |
| Headteacher's 'Prizes' | When Teachers/Teaching Assistants send children to HT & by the HT at anytime | Any positive behaviour/manners |

A child moves on to the triangle after discussion with HT, DHT or AHT. After this discussion the child shades (in red pencil) the relevant section of their triangle. The Time Out/Red Card is stapled to the child's copy of the Behaviour Triangle so that a record of each incident is kept.

A Behaviour Triangle only lasts for the new term in which it is started.

New term (approximately every 6 weeks) = new triangle (if necessary)

All Triangles are kept in 'The Behaviour Triangle Folder' which is stored in the Headteacher's office. 'Old' triangles are stored in a separate folder, these are kept as an evidence base should this be required for referrals etc in the future.

Letters to sent Parents/Carers are sent via post.

Display required in the classrooms please:

1. A3 Triangle on display
2. Classroom/Golden Rules
3. 5-30 minute template for 'lost' Golden Time (see below)



Golden Time Chart

| | | |
|----|----|----|
| 5 | 10 | 15 |
| 20 | 25 | 30 |