

# Policy for Positive Behaviour Stoke Gabriel Primary School

The staff and governors strive to develop an ethos that will encourage good behaviour. Through our behaviour policy we aim to help children develop the values and principles that will guide them through the difficult decisions of life and enable them to make a full and positive contribution to society.

We believe a safe, responsible and caring environment is essential to the operation of our school and its ethos in which children can learn and develop as caring and responsible citizens. We place great importance upon being polite and friendly, helpful and kind, on working hard and looking after each other and on our environment. Every child has the right to learn and no child has the right to disrupt the learning of another.

## ***To promote excellent behaviour, Stoke Gabriel Primary School strives to:***

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- nurture children towards positive self-confidence and pride as learners and to help each other to mature socially and emotionally
- encourage children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices
- provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- secure high levels of achievement for all pupils
- secure an inclusive learning environment and support individual children under the Equality Act 2010, including pupils
  - i) with Special Educational Needs and/or disabilities
  - ii) with English as an additional language (EAL)
  - iii) from an ethnic minority
  - iv) who are gifted and talented
  - v) children looked after / privately fostered
- teach positive behaviour, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own values, beliefs and attitudes,
- encourage children to appreciate our natural environment and understand the importance of conservation.

Our purpose is to ensure a harmonious school where the rights of individuals are promoted, including wellbeing, participation, relationships and self-esteem (*Unicef key areas of impact, Rights of the Child*). The whole school community works to maintain:

- a safe and secure school environment conducive to effective and stimulating teaching and learning;
- the school's highest expectation of all pupils in all areas of school life including behaviour;
- a fair, consistent, clear and calm approach to discipline from the school;
- the expectation that adults in school will set children a good example;
- positive and productive relationships with all involved in helping the child adjust behaviour;
- a culture of respect between staff, pupils, parents and the community as a whole;
- the freedom from physical and verbal abuse in and out of school.

In addition, parents are entitled to early notification from the school of any problems with their child's behaviour as well as opportunities to work in partnership with the school to help address difficulties.

**We encourage pupils to:**

- develop responsibility for their own behaviour
- develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- develop respect for others
- develop positive attitudes
- develop a co-operative and collaborative mind-set
- develop an effective range of strategies for dealing with problems

**Adults should:**

- model consistently high standards of behaviour, values and ethos
- encourage and support all children
- provide children with a consistent framework of expectations throughout their time at Stoke Gabriel Primary School
- be consistent in following the agreed procedures for rewards and sanctions
- make sure that opportunities and guidance is given children so that children can become more responsible for their own behaviour e.g. circle time, peer mediation, pastoral care
- give support to each other in applying procedures consistently

**SCHOOL CODES**

A clear code of acceptable conduct is in operation throughout the school. At the start of each new academic year, each class creates together a class charter for class and playground, comprising rules which are relevant to the children; are appropriate to the age and stage of development of the child; make behaviours and expectations explicit for fair, respectful and positive learning; promote school values. Rules will be written positively (do/be rather than don't).

**REWARDS**

A consistent reward system for good behaviour is in place throughout the school. Parents will be informed of our celebration of a child's positive behaviour through certificates, stickers and verbal communication, as appropriate.

### **Rewards are given**

- i. for individual and/or group effort and achievement in learning and behaviour
- ii. for a whole class effort and achievement in learning and behaviour
- iii. for individual or group behaviour and conduct at play times (break and lunch)

### **Rewards may include**

- i. verbal / non-verbal praise
- ii. stickers
- iii. merit points
- iv. certificate for learning (star of the week)
- v. certificate for politeness at mealtimes
- vi. certificate for positive playtimes (positive play)

### **CELEBRATION ASSEMBLY**

Celebration assembly occurs on a weekly basis, led by the Head to recognise the achievements of the children at an individual, group and class level. In this assembly, children are presented with certificates to reward high standards of behaviour, excellent citizenship and positive attitudes to learning. Pupils may also share home achievements through celebration assembly.

### **CONSEQUENCES**

Consequences will be applied where pupils do not respect or reflect acceptable standards of behaviour. Parents will be informed in the early stages to prevent escalation. School will respond in a way that reflects our policy and codes (Appendix A/B) and recognises the needs of the individual. Any behaviour that may result in serious risk to the health and safety of any child or person will be dealt with appropriately.

### **Sanctions will be issued by members of staff when behaviour is unacceptable, either in school or off school premises, including where it:**

- i. disrupts teaching
- ii. disrupts the learning of others
- iii. stops learning from taking place
- iv. is insulting, abusive, rude or impolite
- v. affects the health, safety and well-being of others

Please see Appendix A and B (below) for our behaviour system stages and consequences, where a sanction needs to be implemented.

### **Sanctions reflect the seriousness of the misdemeanour and take into account the pupil's age and individual needs, including:**

- Verbal warning
- reflection time in a different class
- withdrawal from an activity
- discussion with the head teacher
- incidents recorded in a behaviour report
- confiscation of property
- loss of time at break or lunch to reflect on behaviour or finish work

## CONSIDERATION

- Behaviour is analysed regularly and consideration is given to whether a particular behaviour gives cause to suspect that a child is suffering or likely to suffer significant harm. Where this may be the case staff will follow the school's safeguarding policy.
- School will also consider whether continued disruptive behaviour might be the result of unmet educational or other needs. At this point School will consider whether a multi-agency assessment is necessary.

## Support for a child experiencing prolonged or significant difficulties in managing behaviour may be given through:

- behaviour charts or logs
- Headteacher involvement
- parental involvement
- individual action plans for children with emotional and behavioural issues
- outside agency involvement, e.g. Early Help

At times it may be necessary to use positive handling strategies to prevent a child hurting themselves, others, or damaging property. Please refer to the Link Academy Trust Positive Handling Policy.

In extreme cases it may be necessary to implement a programme of exclusion in line with local authority guidelines.

## PLAY LEADERS

Playtime can be a challenging time for some children. To support children to play positively, playground-trained play leaders from Spiders class (Years 5 & 6) are on hand. Play Leaders are NOT substitutes for Meal-Time Assistants but work to support positive play, support positive relationships, engage pupils through starting and leading games and support the resolution of minor playtime squabbles that can occur.

**NB: The school holds that it is essential that all sanctions are fair, consistent and immediate.**

Appendix A  
Class Time Behaviour System Rewards & Consequences

	Sanctions	Rewards
<b><u>Stage 1</u></b>	<ul style="list-style-type: none"> <li>• A verbal warning is given</li> <li>• Appropriate behaviour is discussed</li> <li>• No further action</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal or non-verbal praise is given</li> </ul>
<b><u>Stage 2</u></b>	<ul style="list-style-type: none"> <li>• Pupil's behaviour does not improve following a warning</li> <li>• Pupil may be asked to change seat and their name noted</li> <li>• Behaviour expectations are discussed again. Teacher may wish to inform parents verbally, if helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Positive praise is reinforced</li> <li>• Child will receive a merit point</li> </ul>
<b><u>Stage 3</u></b>	<ul style="list-style-type: none"> <li>• Behaviour does not improve</li> <li>• Pupil will lose a privilege</li> <li>• Teacher will inform parents to discuss ways forward and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher informs parents of their positive behaviour</li> </ul>
<b><u>Stage 4</u></b>	<ul style="list-style-type: none"> <li>• Pupil will go to another class to reflect on their behaviour (10-30 minutes depending on the age of the child)</li> <li>• Head of School will be informed</li> <li>• Pupil will lose a privilege</li> <li>• Head of school will add the incident to a behaviour record</li> <li>• Parents will be contacted by the Head of School to discuss strategies to prevent further action. Parents will be informed of the consequences of Stage 5</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil may go to the Head of School for a 'Headteacher's Award' sticker.</li> <li>• Further stickers/merit points are awarded.</li> <li>• Merit points collected in groups of 20 leading to white badge, blue badge and then gold star badge presented in Assembly</li> </ul>
<b><u>Stage 5</u></b>	<p><b><u>Internal seclusion</u></b></p> <ul style="list-style-type: none"> <li>• Pupil withdrawn from class to work in seclusion for a period</li> <li>• Parents will be invited in to discuss ways forward with the Head of School and teacher</li> <li>• Involvement with outside agencies</li> </ul>	
<b><u>Exclusion</u></b>	<ul style="list-style-type: none"> <li>• Head of school takes decision to exclude</li> <li>• Incident remains on pupil records</li> </ul>	
<p><i>NB: *It may be appropriate to move directly to a higher stage if the behaviour compromises the health, safety and well-being of other children or adults in school.</i></p> <p><i>*In the case of repeated incidents over time, a behaviour log may be started at any stage</i></p>		

Appendix B  
Play/Lunch Time Behaviour System & Consequences

	Sanctions	Rewards
Stage 1	<ul style="list-style-type: none"> <li>• MTA discusses appropriate behaviour with pupil</li> <li>• Pupil responds positively</li> <li>• No further action</li> </ul>	<ul style="list-style-type: none"> <li>• Positive praise is given</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• Pupil does not adjust behaviour</li> <li>• Pupil given <i>time out</i> to cool down; remains on the playground with the MTA or in a quiet spot. Opportunity is given to adjust behaviour and return to play.</li> <li>• Teacher informed, including where behaviour was adjusted positively. Teacher may wish to inform parents verbally if helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Merit point given by teacher, MTA or Play Leader</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• For more serious behaviour and/or refusal to respond, the pupil will move inside to cool down (up to 30 mins depending on the age of the child/children)</li> <li>• Class teacher will have a conversation with the pupil. Teacher may refer to the Head to review play time privileges. In this case, the Head of School will enter the incident onto a behaviour record</li> <li>• Class teacher will inform parents and discuss ways forward</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher informed of good playtime behaviour</li> <li>• Class teacher may inform parent, as appropriate</li> <li>• Merit points awarded</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• For repeated, persistent poor behaviour or where the safety of others has been compromised, the MTA/pupil will report directly to the Head of school/senior teacher to intervene</li> <li>• Lunch time privileges will be revoked</li> <li>• Parents will be contacted by the Head of School to discuss strategies to prevent lunch-time exclusion. Parents will be informed of Stage 5 consequences</li> <li>• Head will update behaviour records</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil may go to the Head of School for a 'Headteacher's Award'</li> <li>• Further merit points may be awarded</li> </ul>
Stage 5	<p><u>Lunchtime exclusion</u></p> <ul style="list-style-type: none"> <li>• Short, fixed term lunch-time exclusion from lunchtime between 12.15-1.15pm</li> <li>• Parents requested to come to the school to support Head of School to deal with the child's behaviour</li> <li>• Further support for external agencies, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil may be chosen for a 'Lunchtime Award' certificate to be awarded in celebration assembly</li> </ul>
<u>Exclusion</u>	<ul style="list-style-type: none"> <li>• Head of school takes decision to exclude</li> <li>• Incident remains on pupil records</li> </ul>	
<p><i>NB: *It may be appropriate to move directly to a higher stage if the behaviour compromises the health, safety and well-being of other children or adults in school.</i></p> <p><i>*In the case of repeated incidents over time, a behaviour log may be started at any stage</i></p>		