



## Parsons Heath C of E Primary School

### POSITIVE BEHAVIOUR MANAGEMENT POLICY

Approved by Staff on:	<b>Autumn 2017</b>
Adopted by Governors Serving on the Teaching and Learning Committee	
Recommended Review Date	<b>Autumn 2018</b>

## **Vision Statement**

Parsons Heath C of E Primary School has worked to develop and consolidate a shared expectation of how we should treat each other; it is underpinned by our Christian values and our school code. We seek to be a secure, caring supportive environment where children can both learn and play happily and successfully, where governors and staff are professionally committed to the school, the children, their families, the community and each other, and where visitors find a ready welcome.

Pupils are actively coached in how to manage their feelings and how to become solution focussed when things go wrong. We will always criticise the behaviour and not the child. When managing behaviour we actively seek the underlying causes which may be emotional, physical or relating to an identifiable condition.

## **Aims**

Through its systems of behaviour management, the school aims to:-

- ◆ Provide positive role models for social skills including courtesy, empathy and how to manage difficult situations and emotions
- ◆ Develop pupils' self-discipline and self-control
- ◆ Enable pupils to be on task with their learning, to enable them to achieve their full potential
- ◆ Enhance pupils' self-esteem
- ◆ Encourage ownership of behaviour and accountability
- ◆ Encourage individuals to recognise and respect the rights of others
- ◆ Affirm co-operation as well as responsible independence in learning
- ◆ Promote honesty, fairness, mutual respect and politeness
- ◆ Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- ◆ Work on facts and not assumptions
- ◆ Seek to understand the reasons for the behaviours being displayed
- ◆ Be consistent in its expectations of behaviour and consequences

## **Introduction**

It is understood by governors and all staff that for the stated aims to be realised, there needs to be a whole school commitment to both the principles and practices outlined in this document.

It is appreciated that the most powerful tool we have to promote the adopted approach is the way we model it ourselves. Children learn by the example we set at least as much as by the methods and strategies we adopt to put the policy into practice. This relates not only to the interaction between members of staff, but also to the interaction between staff and children.

## **Ethos**

An ethos that reflects the stated aims of a behaviour policy does not just happen. It requires every member of the school community to adopt it and positively promote it.

The ethos of the school is its hidden curriculum where the values and attitudes of the school are demonstrated. An ethos that is positive, caring and sensitive supports the policies and practices of the school.

## **Our School Code**

Our school code is displayed throughout the school. They represent views expressed by children and staff and relate to safety, respect for people and property and the right to work without distraction.

### **Our School Code:**

**We choose respect**

**We choose safety**

**We choose challenge**

**We choose kindness**

## **About Our Rules**

Our Rules will be:-

- ◆ few in number
- ◆ positive in intent
- ◆ clear
- ◆ owned by the pupils
- ◆ teachable and enforceable
- ◆ clearly displayed (for some pupils and in some classes photographs showing children modelling the correct rules will also need to be displayed in the classroom)
- ◆ fair

## **Reward & Recognition**

It is important for systems to be in place, which formally respond to achievements. Children are, therefore, rewarded for positive effort both academically and also for significantly contributing to the positive ethos of the school.

Present systems of reward and recognition include:-

- ◆ General incidental praise
- ◆ Informal positive feedback to parents
- ◆ Praise accompanied by a team point. We have four teams; Red, Blue, Green and Yellow and each child has been allocated a team. Each term the winning team will receive a reward agreed by the Learning Council
- ◆ Informal and formal praise from the Head Teacher
- ◆ School Code stickers and class stickers
- ◆ Head Teacher's stickers on work
- ◆ Presentation of achievement certificates during sharing assemblies – parents invited
- ◆ Sparkly Green Postcard from the Head Teacher
- ◆ Work is put on display around school
- ◆ Class rewards as designed by the individual teachers to meet the needs of the children in the class

## **Catch them being good**

Highlighting and drawing attention to positive attitudes and behaviour is a powerful tool in the management of behaviour. The importance of meaningful, sincere, sensitive praise cannot be over-emphasised:

- ◆ it contributes to an ethos of warm, friendly acceptance
- ◆ it raises children's self esteem
- ◆ it reinforces simple rule following
- ◆ it advertises and models appropriate behaviour
- ◆ it can be used to encourage both academic work and social behaviour (for both are important)

Our PSHE scheme of work will be used to promote and underpin our Positive Behaviour Policy throughout school.

## **Consequences**

Our consequences are based on positive behaviour management principles. It is important for children to appreciate that action leads to reaction and that inappropriate behaviour is followed by a 'consequence', i.e. remedial action. Such action must be:

- ◆ Logical
- ◆ Fair
- ◆ Appropriate both to the behaviour exhibited and what is known of the child
- ◆ Imposed unemotionally and without malice
- ◆ Part of a whole-school approach

Consequences include (hierarchically listed):-

1. Tactical ignoring, especially of attention-seeking behaviour.
2. A look (Calming Gesture).

3. Rule reminder, either of a school or classroom rule. Make direct eye contact. This may be followed up by a reminder with the child concerned at the end of the session.
4. A warning followed by a choice. Warnings can be indicated by moving a child's name on a visual display (Traffic Light System – Appendix A) or writing the child's initials on the main teaching whiteboard. They may be given a short period of Thinking Time taken within the class.
5. Time Out - Separation of child from the group, but still within the same teaching base for children in the Foundation Stage. Children from Year 1 to Year 6 take their time in the hall at break time with the Head Teacher, classroom at lunch time with their teacher and in the Deputy or Head Teacher's office in the afternoon, (Traffic Light System – Appendix A). During a time out the child is given the same number of minutes that equal their age. Time outs are recorded by the Head Teacher, Deputy Head Teacher or class teacher. The key object is to provide a limited period of thinking time - no more than 10 minutes. If the child does not conform to the punishment the adult will refer to the Deputy Head Teacher or Head Teacher depending upon whether the Deputy is fulfilling her teaching commitment. If a child receives 5 time outs over a half term period parents or carers will be contacted.
6. School based plan drawn up by the class teacher with support from SENCo or SLT. This could include children staying in at break and lunch time to catch up with work etc. Please note this should not be longer than 10 minutes.
7. Persistent inappropriate behaviour and after the child has seen the Head Teacher on 2 or 3 occasions and other measures have been attempted within the class, parents will be contacted and a child may be placed 'On Report'. This system enables a daily report to be sent home for ten working days giving parents brief information about behaviour during the course of each day. Report cards are kept in the on-going behaviour file in the Head Teacher's office. The Head Teacher will see the child daily.
8. Individual Behaviour Management Plans – Plans for children who are not responding to the rewards and sanction in places and are therefore not changing their behaviours despite other interventions. An Individual Behaviour Management Plan meeting will be held with the Head Teacher and/or Inclusion Manager, Class Teacher, Parent/Carer and child. Each plan will be set out to meet the needs of the child. In the plan the following points will be addressed:
  - The behaviours causing concern
  - Consequences of the behaviours including details of exclusions
  - Support packages including involvement of parents and outside agencies
  - Action points and targets set
  - Review dates and times
9. Exclusions from school for a few days, (this can be internal or external depending upon the individual). Under correct legislation the school may exclude a child temporarily if it is felt to be in the interest of all concerned.
10. Permanent exclusion-this involves the Governors and is carried out following set guidelines.

### **Parents**

It is recognised that behaviour is better managed where home and school work together. When it is felt to be appropriate, the class teacher will contact the parents / carers to arrange a meeting. At this meeting, the teacher will seek the support and help of parents to improve a child's pattern of behaviour. The Head Teacher will be notified about the meeting and where appropriate will attend the meetings.

### **General Notes Regarding 'Consequences'**

- ◆ All verbal interactions are made as quietly and privately as possible. This prevents unwanted behaviour from being advertised, prevents attention being given to an attention-seeking child.
- ◆ Planned 'time outs' require a planned system for re-entry.
  - i) The pupil is expected to conform on return
  - ii) No reference is made to previous inappropriate behaviour
  - iii) Low-key praise is given as soon as possible
- ◆ It is important for the teacher/pupil relationship to be rebuilt as soon as possible in order to restore self-esteem, and to enable effective learning to take place.
- ◆ It is not appropriate for pupils to miss parts of the curriculum, such as swimming, music or PE.
- ◆ The minimum reasonable force will be used by a member of staff to prevent a children being a health and safety risk to themselves or others. When reasonable force or restraint is used it should always be

recorded. A parent will always be informed if restraint is used. This policy should be read in conjunction with the school's Restraint and Reasonable Force policy.

### **Involvement of Outside Agencies**

Where necessary we may seek support from the following outside agencies:

- ◆ Family Support Worker
- ◆ Behaviour Support Team
- ◆ Educational Psychologist
- ◆ Health Visitor
- ◆ School Nurse
- ◆ Educational Welfare Office

### **Monitoring and Evaluation**

The results of the policy are monitored and evaluated continuously by observation of the children as they go about their daily tasks and by the way they behave towards adults and children. Attention is paid to comments and reaction from visitors to school and from people we meet when on trips out.

The Head Teacher analyses behaviour against agreed codes, see Appendix B.

For this policy to be effective, parents need to co-operate with the school in matters of discipline and reinforce the schools efforts at home. At all times positive management is promoted throughout our school.

This policy should be read in conjunction with the school's Anti-bullying policy.

## Traffic Light System



- All children start on the second green light.
- One warning is given with a look and mentally recorded by the class teacher/TA.
- Second warning children are moved to amber light.
- Third time children have to be told they are moved to a red light.
- At the end of the session children still on the red light will receive a consequence of a time out in the following ways:
  - **Before break** – They are escorted by an adult to the hall and spend their time with the Head Teacher.
  - **After break to lunch** – Children serve time out with their class teacher.
  - **Afternoon** – Children are sent to the Head Teacher or Deputy Head Teacher
- Children can be moved back up the traffic light if they are displaying good behaviour.
- Children who are showing exceptional behaviour can move up to the sparkly green light.

## Inappropriate Behaviour Codes to Support Behaviour Analysis

Code	Inappropriate behaviour
<b>Verbal Abuse</b>	
VA1	One off to another child
VA2	One off to a member of staff or visitor
VA3	Persistent, intended to be offensive
VA4	Inciting others
VA5	Threatening, including making comments about family members
VA6	Swearing
VA7	Name Calling
VA8	Verbal dispute – Falling out
<b>Refusal</b>	
R1	Refusal to follow instructions
R2	Refusal to work with another child or in another area
<b>Violence</b>	
V1	Pushing or grabbing
V2	Intimidating
V3	Punching or kicking
V4	Continued two way fighting
<b>Property</b>	
P1	Abuse of personal property
P2	Graffiti
P3	Wilful damage to personal property
P4	Misuse of personal property
P5	Destroying own work
P6	Stealing
<b>Other</b>	
O1	Leaving class without permission
O2	Disruptive or disrespectful behaviour
O3	Low level disturbance that lead to Time Out
<b>Bullying</b>	
B1	Bullying against another child in their class
B2	Bullying against another child in another class
<b>Racist Incident</b>	
R1	Racist Incident – <i>Refer to additional documentation</i>