



THRESHFIELD
PRIMARY SCHOOL

Flying together as we grow and learn

Positive Behaviour Policy

Date agreed: September 2019

Review date: September 2021



THRESHFIELD PRIMARY SCHOOL

Promoting Positive Behaviour

Rationale

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupil and between pupils themselves.

Aims

- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting rules/standards of behaviour within the school
- To get pupils to manage their own behaviour effectively while respecting the rights of others
- To inform parents and pupils of sanctions that will be taken for negative behaviour
- To develop Social and Citizenship Skills through a variety of school contexts

School Ethos

The above aims are attributed to one of our school aims which is 'To create an atmosphere of trust and tolerance to help develop self-confidence, self esteem and self-discipline.'

We have a number of policies within the school that contribute to achieving the above- these are our Race Equality Policy, our Anti-Bullying Policy and our Health Policy. We have Student Council and initiatives to promote positive behaviour e.g. stickers, good work assembly, certificates and trophies.

Our basic school rules are set by the pupils and staff and are common sense ones which allow us to work in harmony with one another and ensure safety and well being for all within the school community.

Managing Positive Behaviour

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

Responsibilities

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher has overall responsibility for ensuring positive behaviour.

Parents/Carers: Parents/carers have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils' responsibility is to be responsible for their own positive behaviour and meet the expectations set out by the school.

Advice for Staff

Children have to learn positive behaviour and as in all aspects of life they sometimes have to learn from their mistakes. As in all aspects of managing behaviour CONSISTENCY is the key to success

- Be consistent, fair and persistent.
- Keep any promise you make to the pupils and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the pupil.
- Act rather than react.
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanor.
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- Seek advice and support if a situation escalates
- Reprimands should focus on the behaviour not on the pupil's personal qualities
- Pupils should be reprimanded privately whenever this is possible

School Expectations

- All members of the school community are expected to respect each other
- Pupils are expected to take care and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while in and out of school
- Pupils are not allowed to wear any make up (including nail varnish) or jewellery (with the exception of stud ear rings – though these will need to be take out at swimming).
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones, game boys, personal C.D's as they can cause distractions in classrooms or can get damaged or lost
- Pupils are expected to bring in an explanatory note from his/her parents /guardian after every absence
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school

Positive Behaviour Strategies

- Awarding of dojo points, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school
- Use of vehicle of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour
- Discussing whole school behaviour issues at Student Council meetings
- Appointment of school monitors
- Peer mediation to deal with minor conflicts around the school
- Whole school assemblies on moral and Good Work Assembly
- Discussion and implementation of aspects of Citizenship within the classes
- Allocation of 'Golden Time' as a reward for positive behaviour and achievement
- Use of 'buddying' system within the school
- Staff using praise as a sincere and prompt response to positive behaviour or achievement
- Setting of personal targets for improving work and/or behaviour
- Communications (including social media) should always be positive. Any negative things placed on line will be dealt with by school staff.

Sanctions Used for Negative Behaviour

1. Verbal rebuke and reinforcement of correct course of action by member of teaching/auxiliary Staff
2. Change in seating arrangements within the classroom
3. Detention during break-times
4. Withdrawal of privileges/losing of awards/points/Golden Time
5. Writing letter of apology
6. Pupil discussion with Headteacher
7. Record of incident in incident log folder/appropriate incident forms
8. Notice to parents of unacceptable behaviour
9. Interview requested with parents and pupil

10. Individual Targeted Behaviour programme and/or home –school diary set up
11. Advice is sought from outside agencies e.g. Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers
12. Possible exclusion

Procedures for Dealing with Major Breaches of Discipline

- Exclusion in accordance with NYCC
- If pupil/parent does not meet the conditions of the school or fails to return on agreed date, then the Headteacher will involve the Area Education Manager
- Where a criminal offence has been committed the Headteacher will contact authority Legal Services and/or local police.

Incident Log Folder

This is used to record:

- Any incident involving a child or anyone employed at the school, which results in personal injury
- Theft or damage to property
- Any complaints/ concerns about a child's behaviour from own/other parents
- Any contact about pupil from outside agencies
- Aspects of bullying (including racism and homophobia)

The log is dated, indicates people involved, relevant information and action taken. Incidents of proven bullying and racism are recorded on 'Anti-bullying and anti-racist' incident form and forwarded to the Performance Management Unit.

Use of Physical Restraint

If a pupil becomes physically aggressive towards another pupil or member of staff, and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or him/her self, staff may use acceptable level of restraint to part the bodies involved or prevent the pupil from self- injury.

No further attempts should be used to physically restrain the errant pupil unless staff have been specifically trained for that purpose. The Headteacher should be informed of incident immediately and parents/guardian or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to NYCC Guidelines.