

CARNAGILL COMMUNITY PRIMARY SCHOOL

Positive Behaviour Management Policy

Aims

- To encourage a calm, purposeful and happy atmosphere within the school;
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To ensure children are motivated to learn and have good behaviour for learning;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behavior;
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- To make boundaries of acceptable behaviour clear and to ensure safety;
- To raise awareness about appropriate behavior;
- To help pupils staff and parents have a sense of direction and feeling of common purpose.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same;
- To ensure they have good behaviour which allows them to learn;
- To treat others with respect;
- To obey the instructions of the school staff;
- To follow the rules of their individual class which they have devised that are age appropriate;
- To take care of property and the environment in and out of school;
- To co-operate with other children and adults.

Staff responsibilities are:

- To recognize that each pupil is an individual;
- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential;
- To provide a challenging, motivating and relevant curriculum;
- To create a safe and enjoyable environment, physically and emotionally;
- To use rules and sanctions clearly and consistently;
- To be a good role model, modelling strategies that teach behaviour for learning;
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim;
- To be aware of their individual needs;
- To offer a framework for social education.

The Parents'/carers' responsibilities are:

- To make children aware of appropriate behaviour in all situations;
- To encourage independence and self-discipline;
- To show an interest in all that their child does in school;
- To act as a positive role model for acceptable behavior;
- To foster good relationships with the school;
- To support the school in the implementation of this policy;
- To be aware of the school rules and expectations;
- To offer a framework for social education.

What we do to encourage good behaviour

1. Make clear our expectations of good behaviour;
2. Discourage unsociable/unacceptable behaviour by promoting mutual respect;
3. Encourage children to take responsibility for their own actions and behaviour;
4. Praise and reward good behaviour both privately and publicly;
5. Follow whole school positive behaviour management strategies.

What we do if a child misbehaves.

1. Ask them to stop misbehaving and explain the consequences of inappropriate behavior;
2. Where necessary discuss incidents with the children involved;
3. Where possible, encourage children to try to resolve disagreements themselves, offering choices and time for reflection upon their actions;
4. Encourage children to take responsibility for their own actions and behaviours.

Repeated or persistent misbehaviour

Where there is repeated or persistent unacceptable behaviour the following will apply:

- 2 warnings
- Time out in safe area -age appropriate - A 3rd warning within a morning or afternoon session means time out or it may be immediately given depending on the incident.
- Transfer to another class for short time;
- Withdrawal of privileges such as playtimes, playing football etc;
- Involvement of Head teacher;
- Informal contact with parents/carers;
- Home/school behaviour book;
- Personal behaviour plan put in place in a consultation with pupils and parents;
- Formal contact with parents/carers;
- Written recording of incidents in an appropriate format;
- Involvement of Home School Support Adviser;
- Involvement of other agencies such as Bedale Enhanced Mainstream School, school nurse or Educational Psychologist;
- Exclusion - fixed term or permanent.
- (Please refer to the PRI policy for physical intervention and serious incidents.)

Supporting Guidelines

Pupils do not misbehave if they are on-task.

Pupils tend to be engaged in tasks if:

*The tasks are meaningful;

*The level of challenge is appropriate;

*There is a clear sense of short and long term goals and receive positive feedback leading to a growing sense of confidence;

*They have a high self-esteem through being valued and the development of a growing sense of competence.

Pupils need to feel safe and secure, both physically and emotionally.

Experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults / authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Positive Approaches

1. Aim to ensure that pupils experience success through their efforts which can be developed through the National Curriculum / the broader curriculum (i.e. circle time, PSHCE etc.)
2. Are communicated through the relationships, and unwritten and unspoken rules and expectations that exist in our school.
3. Aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement

- ❖ Lots of descriptive praise
- ❖ Use of growth mindset - e.g. Secrets of Success or Class Dojo rewards and videos
- ❖ Emphasis on encouraging and motivating pupils
- ❖ Positive feedback
- ❖ Give attention for success, not failure e.g. "Catch them doing well"
- ❖ Appropriate and meaningful work
- ❖ Respect for all individuals including their culture and background
- ❖ Modelling desired behaviour
- ❖ Listening to children and communicating that you have heard what they have said
- ❖ Creating safety - physical and emotional.
- ❖ Clear and consistent use of rules and sanctions
- ❖ Raising self - esteem
- ❖ By communicating a sense of importance
- ❖ Ensuring pupils experience and have a sense of their own success
- ❖ Maximising opportunities for pupils to take responsibility for themselves in their behaviour
- ❖ Celebration of achievements within the classroom
- ❖ Classroom rewards-goody box, pizza party etc.
- ❖ Showing others their good work
- ❖ Celebration assembly
- ❖ Lunchtime awards
- ❖ Sticker from Head teacher
- ❖ Head teacher's award
- ❖ Positive verbal feedback to parents
- ❖ Positive formal feedback to parents- 'well done' postcards or through 'Seesaw.'

Rules and Sanctions

- ∞ Limits need to be clear and negotiated / discussed / talked / through in each class e.g. each class devising own class rules.
- ∞ Class rules belong to the class and are adopted by any staff working within that class.
- ∞ Class rules are generally consistent between classes but could highlight particular concerns for that class.
- ∞ Class rules can change in response to behaviour trends / concerns.
- ∞ Children are expected to follow and abide by the playground rules.

The Role and Responsibilities of the Governing Body

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 Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school's positive behaviour policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the Head teacher has the authority to exclude a pupil from school. (The three senior teachers have been delegated this role in the absence of the Head teacher). She may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head teacher excludes a pupil she informs the parents immediately, giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The Head teacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of all the governors.

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

If the governors' appeals panel decided that a pupil should be reinstated, the Head teacher must comply with this ruling.

Monitoring

The Head teacher monitors the effectiveness of this policy and behaviour management is a frequent agenda item at staff meetings. She reports to the governing body on the effectiveness of this policy and, if necessary, makes recommendations for future improvements.

A record of incidents of unacceptable behaviour that occur in lessons and at break and lunchtime is kept.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term or permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and 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 if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed January 2018