



Promoting Positive Behaviour Policy

Revised by: Mr N Tomlinson & Board of Governors
Date: September 2018

Date	Policy reviewed:	Policy amended:
September 2020		



Rationale

Positive behaviour management promotes the core values of the school as expressed in the following school aims;

At Cumber Claudy Primary School we work together to enable children to;

- Participate willingly in the learning process and enjoy learning
- Live a healthy lifestyle
- Respect themselves and others
- Respect and understand differences in people
- Develop their self-esteem and confidence
- Try their best in all they do
- Nurture their individual talents
- Become effective communicators and decision makers

We believe that all children will succeed through;

- Positive, supportive, nurturing relationships with adults
- Celebration of success
- Encouragement
- A stimulating learning environment
- Motivated professional educators providing high quality learning and teaching
- A broad, balanced curriculum tailored to suit pupil needs and abilities
- Good partnerships between home, school and the wider community
- Equality of opportunity, curriculum access, inclusion and a respect for diversity

This Policy is based on a whole school approach and will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with the school's Pastoral Care, Anti Bullying and Child Protection and SEN Policy.

Promoting Positive Behaviour – Our Mission

We will develop good relationships between pupils and teachers, and have high expectations of pupils in terms of behaviour and work. We will work proactively to ensure that all children can work, play and socialise happily. When managing pupil behaviour, we understand that each child is an important person to be respected, and is entrusted to us by their parents/carers. We also understand that every member of staff is an important person and a professional, entitled to the support and respect of children and parents.



Principles

We believe in a positive approach to behaviour management. We foster good behaviour and self esteem in the following ways:

1. Staff provide positive examples of adult behaviour and act as role models. We listen to, co-operate with, and treat everybody with courtesy, consideration and mutual respect.
2. We provide a well planned curriculum matched to the needs of the children and to provide challenge, interest and success.
3. We develop good relationships between pupils and teachers and high expectations/positive attitudes towards behaviour and work.
4. We involve the pupils in creating an attractive and stimulating environment in which to work, and we encourage the children to respect others' work.
5. We value and regularly use verbal praise to nurture the pupils' self-esteem and provide motivation.
6. We develop the pupils' sense of responsibility and self-esteem and foster self-discipline and respect for others and themselves.

Purposes

The school aims to;

- Create a positive Behaviour Policy based on the development of caring relationships among pupils, parents, teachers and all staff
- Ensure that all the staff are consulted in the development of policy and practice, involved in careful planning, and are supported in their work
- Monitor, evaluate and review this policy annually.

Roles and Responsibilities

Role of Governors

Governors will:

- Have overall responsibility for ensuring a Behaviour Policy is in place
- Set down general guidelines on standards of discipline and behaviour, and review their effectiveness
- Support the Principal in carrying out these guidelines

Role of Principal

The Principal is responsible for:

- Ensuring that the ethos of the school is respected and the aims of the school are adhered to
- Implementing the school Behaviour Policy consistently throughout the school
- Reporting to governors, when requested, on the effectiveness of the policy
- Ensuring the health, safety and welfare of both staff and pupils in the school
- Keeping records of all reported serious incidents of misbehaviour
- Giving fixed-term suspensions to individual children for serious acts of misbehaviour



- Expelling a child for repeated or very serious acts of anti-social behaviour.
In the case of suspension or expulsion, these actions are only taken after the school governors have been notified and are carried out in line with Education Authority Guidelines on the Suspension and Expulsion of Pupils.

Role of Class Teacher

Class teacher will:

- Plan appropriate lessons, differentiated to meet pupil needs, with clear aims and objectives
- Maintain realistic, informed expectations of all pupils, to maximise their opportunities to reach their potential
- Be consistent and fair
- Treat all children with respect and understanding
- Liaise with colleagues and external agencies to support and guide progress of each child e.g. SENCO, Educational Psychologist etc.
- Establish a purposeful listening environment in their classroom
- Reinforce class rules regularly, and display rules clearly in the classroom in Key Stage One and Two Classes
- Praise pupil's achievement as often as possible
- Reward good behaviour in and out of the classroom
- Promote open, honest communication with parents and keep parents informed of important information

Role of Pupils

Pupils have the right to be taught effectively in a proper environment, to experience a well balanced curriculum and to be treated positively and fairly. We expect our pupils to:

- Be co-operative and well mannered
- Respect others and to contribute positively to school life
- Be familiar with, and adhere to, the Pupil Code of Conduct and the classroom, playground and school rules

Role of Parents

Parents have the right to accurate and honest information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- Ensure their child attends school regularly and punctually
- Ensure that homework is completed
- Commit to open communication with the school regarding their child
- Meet with staff when necessary
- Support school policies
- Be involved in reviewing their child's progress

Responsibilities of all

All adults involved with the pupils are expected to focus on positive, proactive strategies which, if effectively deployed, will minimise the need for reactive, punitive responses.



Pupil Code of Conduct

The following conduct is required from pupils for the safety and well-being of the children and the smooth running and organisation of the school.

1. Children are expected to be in school on time, ready to commence work at 9.00am.
2. When moving from one part of the school to another, children are expected to walk around the school in a quiet, orderly manner, having regard for other classes still at work.
3. Children must not be in classrooms or cloakrooms unsupervised at any time.
4. Children are expected to play in a safe manner by not engaging in any activity which would cause harm and suffering to themselves or others.
5. Children are expected to respect school property and the property of others.
6. Children must keep the school and playground litter-free by using the bins provided.
7. Children are not allowed to leave the school unless accompanied by an adult.
8. Children are expected to follow their classroom rules, which are displayed in the classroom.
9. Children are expected to follow the playground rules, which are displayed in the playground.
10. Children are expected to listen to and respect all adults in the school community.

Rewards for Good Behaviour

It is our policy to emphasise the positive aspects of encouragement and praise.

1. A quiet word of praise to an individual child or to the class as a whole.
2. Written comment of praise in exercise book or use of sticker or incentive stamp.
3. Star of the Week Certificate presented at assembly.
4. Visit to another teacher or the Principal for praise.
5. Inform parents of child's good behaviour using mini certificates/Praise Pads.
6. Rewards that motivate children, based on their interests.

Sanctions for Unacceptable Behaviour

While we put proactive measures into place and promote a positive approach to the management of pupil behaviour, there will be times when sanctions will be necessary.

We will endeavour to help pupils to understand the reasons why sanctions have been put in place.

A whole class will not be given sanctions as a result of the behaviour of a few pupils or an individual.

Teachers will try to determine the reason for the behaviour.

Minor Behavioural Incidents

Minor incidents will be dealt with by the class teacher using sanctions such as reasoning, disapproval and withholding praise.



The class teacher will:

1. Investigate the behaviour
2. If more than one child is involved, listen to everyone's viewpoint
3. Express disapproval and reprimand individual, group or class as appropriate
4. Make a professional judgement about whether or not parents need to be informed

More Serious Behavioural Incidents

More serious incidents will be dealt with by the Principal e.g. disruptive behaviour, deliberate injury to another child, defacement of property. A record will be kept of serious incidents. The steps taken are as follows:

1. The child will be asked to outline his/her version of the event and reasons why it occurred.
2. Every effort will be made to help the child to understand why his or her behaviour is unacceptable.
3. All viewpoints related to the incident will be listened to
4. Sanctions such as the following may result, as appropriate to the incident:
 - a) Apology to the class teacher and/or to other persons concerned, for the behaviour. However, apologies are not always appropriate immediately after an incident and can compound pupils' sense of humiliation and lead to further challenging behaviour. Consideration of the timing if asking for an apology is important.
 - b) Loss of privileges e.g. position of responsibility
 - c) Removal from classroom to work with another group or in isolation, supervised by an adult.
5. Headed notelet sent home – "Just to let you know". At Foundation Stage the teacher would speak to the parent at home time, giving details of the incident.
6. The use of a behaviour chart will be considered, managed by the teacher
7. If above sanctions fail to bring about an improvement, and the behaviour is persistent or is of a serious nature, parents will be notified by letter and the child's behaviour will be monitored closely. The child may be given a weekly Conduct Report Card.
8. Following on from the above steps, if the behaviour persists, parents will be invited into school to discuss the problem and to discuss further supports which may be necessary for the child. Depending on the nature of the difficulties, this may involve referral to the EA's Educational Psychology Services, referral to the EA's Behaviour Support Team, or other support agencies as appropriate.
9. The school will ensure all relevant information of preventative strategies is collated and available.
10. The Chair of the Board of Governors will be informed and the Governing Body will receive regular reports about behavioural incidents and referrals.
11. If the above strategies fail to bring about an improvement in the child's behaviour, and the level of disruption is having a major impact on other pupils, suspension or expulsion may be considered. Parents will be notified and invited to the school. The school reserves the right, by law, to exclude persistently disruptive pupils. Any actions taken in this respect will be carried out in accordance with Education



Authority Guidelines on The Suspension and Expulsion of Pupils from Controlled Schools.

Checklist for Encouraging Good Behaviour

- Think about what is motivating the child to behave inappropriately. Does the behaviour serve a purpose and get the child something he or she wants?
- Analyse why we think the challenging behaviour is occurring. What can we change to make the behaviour less likely to happen?
- Ensure that tasks are at an appropriate level to allow success, differentiated to meet pupil needs and to challenge and support.
- Ensure that the classroom is structured in a way which provides children with a sense of security.
- Value all efforts/positive comments about what has been achieved.
- Give praise and encouragement whenever it is due.
- Use reward stickers, stamps, Praise Pads etc., - whatever helps to motivate the child to improve behaviour.
- Send to Principal/other teacher for praise for achievement.
- Display and celebrate achievement in classroom.
- Consider how class groupings support the best possible management of pupil behaviour.
- Try 'tactical ignoring' if appropriate, when it is low-level behaviour designed to seek attention.
- Try to find reason for inappropriate behaviour.
- When required, speak to child on 1-1 reminding him or her of appropriate behaviour.
- Remember, when dealing with challenging or inappropriate behaviour, it is the behaviour we don't like, not the child, so it is the behaviour we want to reject, not the child!

Policy Review

This policy will be reviewed on annually to ensure it is fit for purpose. The views of parents, pupils and staff will be welcomed.

A handwritten signature in black ink, appearing to read 'K. M. Sani'.

Chair Board of Governors