



WHOLE SCHOOL **POSITIVE BEHAVIOUR POLICY**

<i>Review Programme:</i>	
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WHOLE SCHOOL **POSITIVE BEHAVIOUR POLICY**

Introduction

At Sketchley Hill Primary School, we maintain that everybody has the right to feel safe, valued and happy at school. To promote this, and to allow for effective teaching and learning to take place, we view high standards of behaviour and discipline as essential. We recognise a positive approach to the behaviour of children in school.

Here at Sketchley Hill, we aim to:

- Encourage a high standard of behaviour
- Support pupil self-discipline, with proper regard for authority and acceptance of responsibility for their own actions.
- Create a positive, safe and orderly school environment where effective learning can take place and where all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community.

Our statement of intent, we believe, are best achieved when:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- A pleasant school atmosphere is created, which is relaxed, consistent and caring, and in which pupils are able to fulfil their full potential.
- Pupils are provided with consistent positive encouragement and praise which reinforces good behaviour.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Positive Reinforcement:

An underlying principle of our school behaviour policy is the consistent use of positive encouragement of good behaviour choices in order to:

- Create a positive school environment in which pupils are eager to learn.
- Increase pupils' self-esteem.
- Reduce bad behaviour choices.
- Provide a model for good behaviour.

Positive encouragement may take the form of:

- Praise, smiley board, certificates and stickers.
- Positive Rewards for class and playground.
- Special mention in school assembly/Golden Book assembly for FS & KS1/Celebration assembly for KS2.
- Positive notes and phone calls home.
- Extra playtimes are awarded for good year group behaviour/class treats.
- Visiting the Headteacher or Deputy Headteacher for positive praise – perhaps with a special piece of work.

Praise

As a school we recognise that praise is one of the most effective means of positive recognition.

Praise can be used:

- to recognise appropriate behaviour.
- to provide positive reinforcement for good behaviour.
- to prompt pupils who are choosing to misbehave to change their behaviour.

Effective use of praise gives attention to good behaviour and teaches pupils that they can get attention through choosing positive behaviour.

General Classroom and School 'Code of Conduct' & Consequences:

The following Code of Conduct applies at all times within the school and beyond, no matter what activity is taking place, and lets pupils know how they are expected to behave at school. Regular discussion of the Code of Conduct is important in ensuring that children understand it and how it operates.

Code of Conduct

- ❖ Always speak politely to others
- ❖ Keep hands, feet, objects and unkind comments to yourself
 - ❖ Move around school quietly and sensibly
 - ❖ Respect the belongings of others
- ❖ Listen carefully to what others have to say
- ❖ Let other people work without interruption
 - ❖ Always try your best

Consequences

When children choose not to follow the rules, staff will be prepared to deal with them in a calm and consistent manner. It is important that consequences of bad behaviour be presented to children as a choice as this places responsibility for behaviour on the children.

Consequences

- What will happen if you choose to behave badly?
Your teacher will verbally warn you or give you one of those warning looks! They will explain the problem with your behaviour. Be warned – this is your chance to make the right choice and behave yourself!
- Choose to misbehave again?
You will write your name on the board.
- Choose to misbehave again?
You will put a cross against your name and you will be moved away from the rest of your class. You may miss a playtime or minutes from your Golden Time.
- Choose to misbehave again?
*This is very serious.
A second cross will go by your name and you will be sent to a Key Stage Leader. They will decide what your sanction will be.*

The Key Stage Leader may also contact your parents/carers to discuss your behaviour.

- Choose to misbehave again?
If you are sent to your Key Stage Leader on several occasions, (which usually means more than two), you will be sent to the Deputy Headteacher or the Headteacher. The Headteacher may contact your parents/carers to discuss your behaviour.
- **If you choose to severely misbehave (fighting, bullying and so on) you will be sent straight to the Headteacher.**
- **Remember – bad behaviour affects your learning and the learning of others around you!**

Consequences should not be seen so much as punishment, but rather as a **natural outcome of inappropriate behaviour**. After a child receives a consequence it is important to find the first opportunity to praise positive behaviour and so reduce the focus of attention away from bad behaviour

Foundation Stage and Key Stage One

Where a child chooses to break the school rules the following sanctions may include:

- Verbal warning
- Reward/sanction display
- Name on board
- 'X' by name on board
- F/S & Yr 1 – time out
- Loss of Golden Time/Playtime

- Headteacher intervention
- Parents/carers contacted
- Exclusion from off-site visit, if appropriate

Key Stage Two

Where a child chooses to break the school rules the following sanctions may include:

- Verbal warning
- Name on the board
- 'X' by name on the board
- Loss of Golden Time/Playtime
- Children may be sent to another teacher/class
- Child to Headteacher
- Parents/carers contacted
- Exclusion from off-site visit, if appropriate

Break Time Rules:

Play areas -

Safe play should be discussed with the children during class time. The member of staff on duty will be responsible for the decision as to appropriate weather conditions for outdoor play.

Staff on duty make the decision if the field can be used. Children should not go onto the field until the teacher has made the decision.

Play equipment -

- Children are only allowed to bring **sponge or lightweight** plastic balls and skipping ropes to school.
- Children are not allowed to play with balls on the school grounds before and after the school day.
- Children are not allowed to play on any equipment before or after school.
- When playing on the Trim Trail, children are expected to follow the rules given to them, treating the other children and equipment with respect. An adult will always supervise the playing on the Trim Trail each day.

Lunchtime

During dinner time the Midday Supervisors have the same authority as the teaching staff with regards to discipline.

If a child is misbehaving, in the first instance, they will have time out until they calm down. If the bad behaviour persists mid-day supervisors refer the incident to the class teacher.

If children behave in an unacceptable manner during dinner time, there is a possibility that a dinner time exclusion will result. This is a last resort and certainly by this stage parents would be aware of the situation.

The Journey To and From School

It is important to remind children of the following on their journeys to and from school:

- Use the school crossing patrol.
- Don't speak to strangers.
- Scooters and bicycles are not permitted to be ridden on school grounds.
- Having arrived at school do not leave the premises without permission.

We ask for parents/carers to reinforce these points by using the crossing, and by arranging for their children to arrive at school no earlier than 8.30 a.m.

Parents/carers are asked to take seriously their responsibility regarding the safety of all the children and should park legally and for no longer than necessary. Please take care not to obstruct the crossing patrol's vision.

This school promotes and encourages pupils and parents/carers to walk to school whenever possible. Pupils are also encouraged to use their own scooters or bicycles, parents/carers remain responsible for their child's safety whilst travelling to and from school but may leave the scooters and bicycles in the racks provided, at their own risk. (Children are not allowed to use their scooters or cycles whilst at school and must be careful of other site users at all time.)

School Visits and Out of school Activities

Children must adhere to a **4 point "Code of Conduct"** for visits and out of school activities.

Children must:

1. Respond quickly to instructions from adults.
2. Respect each other and the environment.
3. Participate fully in all activities.
4. Be seated and wear a seat belt whilst on a coach.

Thus clear rules for school outings are established and understood.

When there is continued and repeated unacceptable behaviour from any pupil, the school reserves the right to withdraw that pupil from off site visits on health and safety grounds.

The pupil will not be allowed to take part in off site visits out of school until there is a marked improvement in his/her behaviour.

Parents/carers will be informed of this decision by the Headteacher.

Severe/persistent misbehaviours

In cases of severe misbehaviour, such as fighting, assault, vandalism, defying a teacher or in some way stopping the entire class from functioning, a pupil would be sent to the Headteacher or Deputy Headteacher.

The Headteacher reserves the right to deal with persistent bad behaviour.

If a child behaves in an unacceptable manner during the school day, there is a possibility that a fixed term exclusion will result.

The decision to exclude is not taken lightly by the Headteacher. However, children, staff and parents/carers must be aware of this ultimate sanction.

Exclusion

The final sanction of exclusion would only be used in exceptional circumstances.

Every effort would be made to reinforce positive choices for the child. However, it is important for the children to understand the consequences of their actions and that if it affects the learning of their peers, or interrupts the quality of teaching provision, extreme sanctions will be taken.

When there is continued and repeated unacceptable behaviour children will be sent to the Headteacher.

Warnings about the consequences of unacceptable behaviour will be given and parents/carers will be informed.

Where the unacceptable behaviour continues final reminders/warnings will be sent out to parents/carers.

If there is no improvement, the school reserves the right to withdraw children from off site visits on health and safety grounds. In these instances, children will not be allowed to take part in off site visits out of school until there is a marked improvement in their behaviour.

Parents/carers will be informed by and involved with the Headteacher at this stage.

It is important for children to understand the consequences of their actions and the effect it has on the learning of their peers and the quality of teaching provision.

The final sanction of an exclusion is the decision of the Headteacher, who will follow the guidance supplied by the Local Authority – ***LA Procedures for Exclusions from Schools.***

The DFE updated its guidance in June 2012, details can be referenced on their website. 'The School Discipline (Pupil Exclusion

& Reviews) (England) Regulations 2012' came into effect 1st September 2012. This guidance contains information on statutory changes to school exclusions procedures with effect from September 2012.

The extreme sanction of exclusion will only be used in exceptional circumstances. Every effort will be made to reinforce positive choices for the child before this decision is taken.

The only exception is where there is premeditated assault or like behaviour to another child or adult. Such behaviour could result in immediate formal exclusion of the pupil from the School.

ICT ACCEPTABLE USE

The information detailed below is extracted from the ICT policy documents regarding Acceptable Use and E-Safety.

Sketchley Hill Primary School understands that effective policies and procedures are the backbone to developing a whole-school approach to E-Safety. The policies that exist within Sketchley Hill are aimed at providing a balance between exploring the educational potential of new technologies and safeguarding pupils.

Sketchley Hill Primary School provides a number of layers of internet filtering, designed to remove controversial, offensive or illegal material that could cause upset to the children in our care.

- Children are taught to be polite and never to send or encourage others to send abusive messages or information.
- All pupils are taught to use appropriate language.
- Children are not allowed access to 'chat rooms' at any time.
- If inappropriate material is sent to another pupil it must be reported immediately to a member of staff.
- Access to an unauthorised site is never allowed.
- Pupils will not disrupt the work of others nor violate their privacy.
- Cyber-bullying will not be tolerated.

Breaches of acceptable internet use could ultimately result in the withdrawal of internet and email privileges.

Serious breaches may lead to the incident being reported to the appropriate authorities.