



IVESON PRIMARY SCHOOL

Positive Behaviour Policy

This policy was revised by the Inclusion Team in the Spring Term 2017 and will be reviewed annually unless specific guidance or legislation supersedes this.

We want our pupils to be happy, self-motivated, independent learners who are actively involved in school life. The school promotes a positive attitude and ethos where everything and everyone is respected.

Each member of the school has a right to work in a calm, peaceful environment. Children have the right to an appropriate curriculum, which will promote a sense of self-worth. We recognise and support the teachers' right to teach and the children's right to learn.

Our Expectations

We have high expectations of behaviour, attitude and appearance.

At Iveson Primary we expect everyone to:

- Treat others with politeness, respect and consideration
- Respect and care for the school environment and equipment
- Move around school in a safe and calm manner
- Work with care, enthusiasm and persistence
- Make the right choices and accept responsibility

All adults who work in our school are responsible for and are actively involved in the implementation of the Positive Behaviour Policy. As we move round school we will, as required, discuss behaviour or the rules with children. The whole school rules provide the framework for these interactions. There is no ambiguity if children are aware of what is expected of them by **all** members of staff, regardless of role. All staff are expected to support effective implementation of the policy through consistency and vigilance.

The Rules

Whole school rules are intended to support our aims and translate expectations into reality. They are there to provide structure for children, to make it clear what it is we expect of them. These should be displayed in teaching areas and around school as an aid to refer to and as a reminder.

1. I will show respect for everyone in school.

2. I will keep hands, feet and objects to myself.
3. I will look at and listen to the person who is speaking
4. I will be polite and use good manners.

Individual classes may have a small number of additional rules, which are age appropriate. All rules should be phrased in a positive way, focusing on desired behaviour, not unacceptable behaviour.

The Positive Approach

To encourage good behaviour we should be quick to respond to children who are doing the right thing. We can do this by reinforcing positive behaviour and immediately dealing with negative behaviour by:

- Being clear and specific about the behaviour we expect.
- Noticing and affirming good behaviour when it occurs.
- Rewarding and recognising positive behaviour
- Establishing fair, predictable and consistent consequences for inappropriate behaviour.
- Supporting pupils who have difficulty experiencing success.
- Ensuring that all aspects of school organisation are consistent with policy.
- Stating and calmly repeating possible consequences of undesirable behaviour.

Moving Around School

The children are expected to walk around school in a sensible manner, we encourage good manners by thanking children if they open doors for staff and others and model good manners by doing the same for the children. We use praise and rewards to acknowledge and reinforce sensible movement around school.

Rewards

We believe that it is more productive to reward and reinforce good behavior than it is to punish unacceptable behavior as rewards emphasise the positive contributions made by children to the school. Children can be rewarded in a variety of ways –

- Smiles, a positive comment, praise, thumbs up, etc.
- Stickers
- Dojos – these can be exchanged for rewards in the Dojo shop
- Certificates
- Messages, notes or phone calls home
- Being given a responsibility
- Being given a positive experience in school e.g. time in the secret garden
- A mention in assembly (see below)
- Being chosen to sit on top table

Good Work Assemblies are held each Friday with EYFS/KS1 and KS2 alternating, at this time teachers nominate two children from their class to come up with their work and describe what they have

done well and how their behaviour has had a positive impact. Parents / carers are invited to this celebration. Top table awards, chosen are presented to children who have been well behaved or helpful at dinner time both in the dinner hall and outside.

Using Consequences

One off behaviour issues will be dealt with through age appropriate consequences such as a short period of 'time out - payback' or removal of the child from the situation. Where a child persistently exhibits negative or anti-social behaviour, staff will involve parents/carers at an early stage, face to face and discuss joint approaches to behaviour modification.

Where negative behaviour continues there will be discussion as to whether the child needs additional support. The staff will record the behaviour which is causing concern on CPoms and will inform the Assistant Head of Inclusion and SENCo. Outside agencies are available to come in and offer additional advice or resources eg The Gateway, AIP.

Non-negotiables

There are certain behaviours which the staff, children and parents believe are unacceptable in any situation and as such are dealt with in a specific manner – please refer to Appendix 1 for further details

Using Praise

We believe that all staff should use a high rate of rule related praise. We should all try to notice and affirm positive behaviour when we notice it. (Catching children being good). Using praise and affirmation is an important key to successful behaviour management. It:

- Contributes to a warm, friendly, supportive atmosphere
- Encourages positive self esteem
- Reinforces simple rule following
- Facilitates learning through positive feedback
- Draws attention to positive behaviour
- Emphasises the positive behaviour, rather than the negative or inappropriate
- Develops/extends social skills
- Can give pupils the attention they need in a positive way
- Makes reprimands more effective
- Recognition of those children who always set a good example

Using Consequences

Praise will have a significant effect on the behaviour of most of our pupils but there may be a small

number of pupils who do not readily respond to praise. One or two may find it difficult to respond immediately and may appear to be unaware of the effect their behaviour is having on others. (Class teachers are responsible for ensuring persistent or serious incidents that occur in their classrooms are recorded on CPoms). Any teachers who are concerned about the behaviour of any child or group of children should inform the SENCo, this includes any persistent lower level poor behaviour.

Each class will prominently display the following charts:

Whole School Rules

Non- Negotiable Flow Chart

These are also displayed around school in shared areas and teaching areas.

Payback Time

Payback time is used when it is agreed to be the best sanction for the child and when it is the best consequence for the behaviour. Payback time for most children will be at morning playtime. A sticker is put into the planner to inform the parent/carer that this consequence has been given. The responsibility for this lies with the teacher at break and the Payback support team at lunchtime. It is expected that parents/carers will discuss this with their child and reinforce the school rule. Cpoms must then be completed to record this behavior.

For certain children with an individual behaviour SEN support plan, payback time may take place after school. The parents/carers will be informed in advance. The maximum time given will be 20 minutes. Payback time starts at 3.15pm promptly. A CPom log must be completed for this.

When reprimanding a child /children, adults should speak in a clear, calm, uncompromising way, facial expression and tone of voice needs to indicate displeasure, this is particularly important so that children new to English have visual and auditory clues. They should refer to the rules and non – negotiable pyramids and the fact that children have choices about their behavior

Individuals with Challenging Behaviour

There may occasionally be children who do not respond to the usual strategies already mentioned and who require individual support in the form of an individual behaviour SEN support plan (IBP). The SENCo should be informed if a child's behaviour is causing concern.

- The teacher and SENCo will devise and monitor IBPs (Individual Behaviour Plans) for children who are identified as displaying challenging behaviour and discuss and share these with parents.
- IBPs should be reviewed at least every half term with child, teachers, parents and SENCo

- These children need some processing time, to think about doing the right thing, to then do it. (e.g. 10 seconds to act on an instruction)
- Rewards need to be identified that are personal to each child.
- Nurture sessions may be timetabled to work with the pupil on an individual level or within a small group

Any child with a high level of need will have a daily management sheet / passport describing some background, and outlining the provision that is currently set out. This should be read in conjunction with the IBP.

For the very few children whose behaviour might be consistently poor, severe, violent, abusive or disruptive the Headteacher/Strategic Leadership Team will consider:

- Fixed term exclusion
- Support from Behaviour and Attendance Team / Educational Psychologist/ SENIT
- Daily report cards
- An alternative or personalised curriculum
- Dual registration with learning support centre (eg L2L) or Pupil Referral Unit (PRU)

Exclusion

The school will only use fixed term exclusion as a last resort when all other strategies have failed or in the event of extreme circumstances such as violence towards another pupil or staff. It may also be used in the event of any child's behaviour being such that it is preventing teachers from teaching or children from learning.

Internal exclusion within school, but away from other children for a period of time, may be used in cases where it is felt that it would not be in the best interests of the school or the child to exclude them from the premises.

Lunchtime internal exclusion may be used for unacceptable or dangerous behaviour over lunchtime. This has to be recorded and reported in the same way as all other exclusions.

In cases of fixed term exclusion, procedures as outlined in DFES/LEA Circulars will be adopted. If ever a child is in danger of permanent exclusion a 'Pastoral Support Programme' will be initiated by the SENCo/ Assistant Head for Inclusion in line with DFES Circular 11/99.

Use of Restraint or the Physical Removal of a Child

Another policy deals with the Care and Control of Pupils and Use of Physical Restraint. Please refer to this.

Parental Support and Involvement

We believe that working in partnership with parents and carers is always supportive of a positive ethos in school which promotes good behaviour. We believe that parents/carers can support the school by –

- Giving their children consistent messages about behaviour and attitude
- Backing up school staff and reinforcing school rules
- Coming into school to meet with staff when there are concerns
- Sharing information about any events or issues from home that may impact upon their child's behaviour in school

Teachers can support this by –

- Always informing parents promptly of any problems with their child's behaviour
- Asking parents/carers to support the school rules and policies
- Sharing good news and celebrating rewards with parents through notes home, phone calls and face to face discussion if possible
- Establishing positive relationships with parents/carers wherever possible.