



St Swithun's CE Primary School

POLICY TO PROMOTE POSITIVE BEHAVIOUR AND RELATIONSHIPS

Introduction

This policy was developed in consultation with staff, governors, parents and children. It relates mainly to children but it is important to note that the principles set out here relate to positive relationships and the behaviour of all in the school community.

Principles and Aims

Positive relationships and behaviour are integral to our happy, healthy and safe learning community.

It is a primary aim of our school that every member of the school community feels happy, valued and respected and that each person is treated fairly and well. St Swithun's is a caring community, where we believe in the importance of mutual trust and respect for all.

The school has one golden rule for all:

Please act with courtesy, consideration and respect at all times.

However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It also aims to:

- promote relationships which are happy, safe and secure;
- help children to become positive, responsible and increasingly independent members of the school community;
- promote good citizenship, healthy self-esteem, self-discipline and emotional intelligence;
- prevent bullying.

At St Swithun's, we reward good behaviour, as we believe that this develops an ethos of kindness and co-operation. This policy is designed to promote good behaviour, not merely to deter anti-social behaviour.

Central within this policy is 'choice'. We refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don't accept/expect that some children will always behave in such a way)
- it avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices. See Appendix 1.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Roles, Responsibilities and Rights

Pupils

Every child has the right to learn but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe.

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. We have one 'Golden Rule':

'Please act with courtesy, consideration and respect at all times.'

This means:

- Having good manners: saying, for example, 'please', 'thank you' and 'excuse me' etc as appropriate and as a matter of course, holding doors open for others, lining up in an orderly fashion, listening well etc.
- Being considerate and thinking of the needs of others, helping them etc.
- Treating everyone and everything properly.

We expect (and encourage) children to:

- ✓ make good choices, with older children setting a good example for younger ones;
- ✓ not support and actively to discourage the misbehaviour of their peers;
- ✓ to tell an adult of misbehaviour;
- ✓ try their best in all activities.

Staff

All staff at St Swithun's have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices (including following school rules) in order to reinforce good behaviour and positive relationships. 'Catching' pupils behaving well is vital, explaining about how well a pupil has behaved. It is also vital not to become complacent and take good behaviour choices for granted.

With these principles in mind, specific responsibilities of All Staff (teachers, teaching assistants, office staff, lunchtime supervisors, and all other adults in school) are to:

- be a positive role model by demonstrating positive relationships with everyone in school;
- praise children as often as possible on an individual or group basis (public praise is very powerful), making explicit why: what rule they have followed or what choice they have made;
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents (as appropriate) – this can help when you explain why you are praising/warning;
- be consistent with all consequences;
- treat each child fairly and with respect and understanding;
- apply these principles, roles and responsibilities in all areas of the school (ie within classrooms, around the school inside and outside);
- seek help and advice from a colleague (eg a member of the Leadership Team) if, having followed regular procedures and consequences with a particular child, their behaviour is a cause for concern.

In addition to the principles above, Class Teachers are expected to:

- Work with the children at the start of the school year to create a 'class charter', signed by all the children, and shared with the rest of the key stage at an assembly early in September. The class charter explains how our school's golden rule will be implemented in their class – the rules that they will be following;
- Display the class charter clearly in the classroom and review it termly with the children.
- Discuss with the children in their class the consequences of any bad choices with regard to behaviour.

- Keep a record and any relevant notes if a child misbehaves and / or receives a warning.
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Contact a pupil's parents as appropriate, regarding their child's behaviour, especially to report improvements, but also to discuss any deterioration of behaviour noticed in school.
- Report to parents about the social and emotional aspects of their child's school life, including behaviour and relationships.

Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- set the standards of behaviour;
- support the staff by implementing the policy consistently throughout the school;
- report to governors, when requested, on its effectiveness;
- maintain a record of all reported serious incidents of misbehaviour;
- implement fixed-term exclusions for individual children for serious acts of misbehaviour and for repeated or very serious incidents of anti-social behaviour;

The headteacher may permanently exclude a child, in consultation with the school governors.

Parents/Carers

All staff at St Swithun's work collaboratively with parents/carers so that children receive consistent messages about how to behave. We aim to build supportive dialogue between home and school. We inform parents/carers immediately if we have concerns about their child's welfare or behaviour (eg if there is a pattern of incidents).

We expect parents/carers to:

- be aware that we have school rules;
- support our school rules;
- co-operate with the school;
- support their child's learning;
- be aware of the potential negative impact on children's behaviour of diet, lack of sleep, some television programmes, online films etc and take steps to improve the situation;
- support the school's decision when applying consequences to deal with any specific incident/issue.

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the key stage leader. If he/she is unable to resolve the concern, parents should contact the headteacher. Finally, whilst we hope that it would not be necessary, there is a formal complaints procedure that can be implemented.

Governors

The governing body has the responsibility of establishing the school's policy on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the headteacher in implementing this policy.

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

Consequences

Positive consequences

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models;
- children are congratulated (publicly or privately);
- stickers or other small prizes/treats;
- being awarded house points;
- certificates are given in end of term celebration assemblies;
- inform parents/carers;
- sent to headteacher (showing work as appropriate) to receive a special sticker.

Assemblies, particularly our Friday celebration assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Negative Consequences

Staff at St Swithun's employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour choices.
2. A few minutes off break and/or away from group.
3. A missed break or 15 minutes off lunch.
4. 30 minutes of lunch play missed.
5. Pupil sees their key stage leader.
6. Pupil sees the headteacher and parents may be informed.

Minor Incidents	Action from the responsible adult might include:
<ul style="list-style-type: none"> ◆ lack of co-operation initially ◆ ignoring reminders ◆ lack of good manners <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> ◆ Accidentally hurting another child <p>An accident is an accident, but could have been caused by a lack of consideration for others. Whatever the cause, the child is expected to apologise and, where appropriate, make amends (helping to ensure that the other child is OK etc).</p> </div>	<ul style="list-style-type: none"> ◆ early response – eye contact ◆ surprised facial expression ◆ change voice – lower tone, change volume ◆ “Do you need me to sort this out/get involved?” ◆ calling out child’s first name ◆ calling out child’s first name and surname ◆ “What rule are you breaking?” ◆ glare/raised eyebrows ◆ tactical ignoring ◆ tactical ignoring but follow up ◆ distracting
Moderate Incidents	Action from the responsible adult might include:
<ul style="list-style-type: none"> ◆ being deliberately rude or disrespectful ◆ being disruptive – no physical danger ◆ being involved in negative/aggressive arguments ◆ teasing that causes upset ◆ swearing ◆ minor untruths 	<ul style="list-style-type: none"> ◆ repeat work which is unsatisfactory because of poor behaviour ◆ remove from group ◆ sit child near you/sit alone/away from main group of children ◆ take to one side and discuss one-to-one ◆ possible involvement of teacher/parents/carers ◆ three moderate incidents in six week period – treated as major incident ◆ time out/cool off in classroom or other supervised place ◆ recorded by teacher in behaviour book – new page per child ◆ child expected to apologise
Serious Misbehaviour	Action from the responsible adult might include:
<ul style="list-style-type: none"> ◆ racism – racist comments or abuse ◆ threatening/aggressive behaviour ◆ deliberately hurting another child ◆ three moderate incidents in six-week period ◆ spitting ◆ stealing ◆ deliberate deceit ◆ deliberate damage to property ◆ unsafe behaviour ◆ bullying ◆ violence directed at an adult in school 	<ul style="list-style-type: none"> ◆ Refer to/call for Headteacher or Deputy Headteacher (remove child from class) ◆ Write letter of apology – child sets own targets – put into Headteacher’s file. ◆ Sanction implemented ◆ A letter to go home from the Headteacher ◆ Record kept of incidents and meetings. Record sent to the school office. ◆ Negative behaviour recorded – new page per child ◆ Racist incident report form completed ◆ Refer to anti-bullying policy ◆ Parents/carers called in/contacted by phone ◆ A financial contribution may be requested from the pupil’s parents to repair/replace damaged property

Strategies for dealing with more persistent unacceptable behaviour:

Low-level, on-going disruptive or un-cooperative behaviour (eg not following instructions straight away, talking in class, interrupting) could be, in isolation, small issues, but over time they affect teachers’ ability to teach and other children’s ability to learn. Behaviour of this nature is rare at St Swithun’s. However, if unacceptable behaviour continues and no improvement is seen, the following actions may be taken, in consultation with parents throughout:

Home-school diary/chart/notebook set up between parents/carers and class teacher and monitored carefully.

Child put on to Special Educational Needs (SEN) register for behavioural issues.

Meeting with child, parents, class teacher, plus a senior teacher and/or Inclusion Leader, depending on the circumstances. Individual Behaviour Plan (IBP) drawn up. Progress towards targets monitored regularly.

Setting up an agreement between child, parents/carers and headteacher – reviewed regularly. Consult with Behaviour Support Service (BSS). Involve outside agencies if necessary/appropriate.

If behaviour targets are not met and the inappropriate behaviour continues, the parents/carers will be called to a meeting with the headteacher to find a way forward.

Headteacher refers behaviour to Governing Body's Pupil Discipline Committee. Parents are free to contact the school's Governing Body if they so wish.

If the education and/or well being of the child or others would be harmed by allowing the child to remain in the school, the headteacher will consider a fixed period of exclusion. Local Authority (LA) guidelines for exclusion will be followed. Usually, following a fixed-term exclusion, a Pastoral Support Plan would be drawn up, with copies to parents/carers and the LA. Outside agencies, such as the Behaviour Support Service or an educational psychologist would be involved.

Headteacher refers behaviour to Governing Body's Pupil Discipline Committee. Consideration of permanent exclusion or transfer to an alternative school. Procedures implemented.

However, there may be a small minority of children with persistent and severe behaviour problems as a result of emotional, psychological or neurological disturbances for whom achieving positive behaviour is much more difficult than for the average child. In such cases, the behaviour of the child is:

- usually present early in the child's development;
- regardless of which teacher s/he has encountered;
- extreme.

In such cases, the school will be as supportive as possible towards the pupil concerned. However, we also need to be mindful of all children and staff; the safety and well-being of the class as a whole will remain paramount.

Equal Opportunities

We have the same high expectations for all. We expect every member of the school community to behave with courtesy, consideration and respect towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Monitoring and Evaluating Effectiveness

The headteacher and the school's leadership team monitor the effectiveness of this policy on a regular basis. The headteacher reports to the governing body and, if necessary, makes recommendations for further improvements.

The effectiveness of this policy will be monitored and evaluated by:

- ◆ the overall ethos and atmosphere in the school;
- ◆ visitors' comments;
- ◆ children's/parents'/carers' comments when asked to share views on the positive behaviour policy and its effectiveness;
- ◆ comments and observations from adults at sports events, residential courses, day trips etc;
- ◆ review of the policy every three years.

Positive Behaviour Policy

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Review: Spring 2018

The Language of Choice – 3 Steps to Success

Step 1 – Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child **why** they are doing what they're doing. It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them, which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 – Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with please, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 – Statement of choice

If they still do not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out. You **must** deliver consequences or the child will learn that you do not follow threats through.

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool then the child will pick up on your tone and may well be aggressive back, which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to any protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say eg 'In our school we keep our hands and

feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.