



## Positive Behaviour Policy

**Date reviewed by Safeguarding Committee: October 2017**

**Date of next review: October 2018**

At Handcross School, every child is special

### **Aims for the School**

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a direct *impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

September 2017

### **Aims**

1. To develop a calm and happy working environment
2. To develop friendly, co-operative attitudes where children treat others as they would like to be treated themselves
3. To help children understand and manage their emotions and be responsible for their behaviour at all times
4. To help children understand the consequences of antisocial behaviour, so that they can make good choices about how to behave
5. To teach children to be polite

This policy underpins our policies on Child Protection, Equality and Anti-bullying and should be read in association with it.

### **Guidelines**

#### **A. Our Golden Rules**

**To keep us safe, happy and learning we will:**

Do as asked by adults

Good sitting, good looking, good listening and good thinking

Work hard and let others work

Keep hands, feet and objects to yourself

No hurtful words or body language

Look after things

Be polite and kind

Tell the truth

Include everyone and share.

#### **B. Golden Rules in the Classroom**

At the beginning of each year, Teachers discuss the Golden Rules with their individual classes. Children discuss and agree what these might mean within the classroom

environment. The children and teacher discuss consequences and sanctions for breaking these rules.

**C. Personal, Social, Health and Citizenship Education (PSHCE) and Circle Times**

During PSHCE and Circle Time the children are encouraged to:

- Discuss their relationships with others
- Talk about and understand emotions in order to learn how to make good choices about their behaviour; understand rationale behind our Golden Rules
- Discuss the thoughts and feelings of other children and adults
- Recognise ways in which they need to behave in school to maintain a safe, working atmosphere for learning
- Build up self esteem
- Cooperate with others
- Learn about good listening and good learning
- Learn how to be polite to one another, and to other people

**D. Rewards**

- Spelling certificates/wrist bands are given to those children who perform the best in Spellodrome homework; Spellodrome Super League if a child is in top 3 x3 times.
- Certificates for learning groups of tables – 2s, 5s, 10s & 11s; 3s, 6s & 9s; 7s, 4s, 8s & 12s;
- Gold tables certificates for knowing all tables, jumbled up and with 5 second recall;
- Platinum for knowing all related division facts with five second recall;
- Kindness tree leaves for acts of kindness shown to peers (or adults);
- Infants receive blue certificates for reading 5 times per week for 6 weeks at home;
- Super Steve weekly Keep Fit Award for junior and infant child making the most effort in Keep Fit
- Golden Leaves in recognition of VERY special achievement.
- Reading award for Juniors
- TAs give stickers at playtimes to encourage good behaviour.
- Treat from the treat box at the Teachers' discretion

**See Appendix for additional positive behaviour rewards.**

**E. Procedures for dealing with poor or inappropriate behaviour**

Through example, powerful stories and discussion we actively promote the moral development of the children. We try to work with the children in a friendly, positive and encouraging way. Children need approval and we praise and reward good behaviour whenever we can. However, when a child misbehaves, there are measures to deal with it, of which the children are aware.

There are various procedures for dealing with poor behaviour:

- If a child misbehaves by breaking a Golden Rule, s/he is warned (except in the case of a serious incident in which case the Headteacher becomes involved immediately).
- If the child breaks the rule again, her/his name is written on the board.
- If the child continues to misbehave s/he is sent to the Headteacher (or senior teacher) who keeps a record of incidents of poor behaviour.
- On the first or second occasion in any term that a child is sent to the Headteacher the parents are informed. This maybe a quick message or a meeting maybe arranged. The meeting with parents gives Staff and parents the opportunity

to develop strategies to help the child overcome the problem. This may involve a Behaviour Diary being kept for a limited time for the child, or a behaviour chat with accompanying rewards/sanctions.

- Sanctions may include children missing playtime(s), writing a letter of apology or undertaking some chores for the benefit of others or doing extra spelling practice.
- If the child has significant social and emotional problems, the Learning Mentor will become involved and provide an appropriate half term course to address the behaviour targets that have been identified.
- If the poor behaviour persists the Local Authority Behaviour Management Team will be consulted in order to provide advice and devise a programme of improvement.
- If the poor behaviour continues despite the intervention and involves significant incidents e.g. hurting physically another child, the offender may be issued with a fixed term exclusion.
- In very severe cases of poor behaviour a child may be permanently excluded. This only happens in rare instances, when all other approaches have been exhausted.

#### **F. Peace Pals**

Children are elected by their peers and trained to be Peace Pals. The Peace Pals intervene to help children resolve their own disputes. This system helps the children to learn how to resolve their differences independently. However, this is only for minor incidents e.g. falling out with a friend and adults always become involved if more serious matters arise.

#### **G. Bullying**

There are many forms of bullying, including physical, cyberbullying, verbal (name calling etc.) and nonverbal (e.g. taking belongings, nasty looks and stares). An individual or a group may carry out the bullying. Bullying is not one off incidents and not a dispute between 2 children of equal size and weight. We do not accept any form of bullying.

We encourage children to tell us if they feel they are being bullied. Staff are aware that bullying can take place and may go unreported. We ask parents to inform the school if they suspect their child is being bullied. **All** allegations of bullying are thoroughly investigated and acted upon. Parents will be notified if their child bullies another child or is bullied by another child. (Please see Anti-Bullying Policy for more detail.)

Every year, we have an Anti-Bullying week to ensure that the children know what bullying is (and isn't) and what to do about it. Every child in the school has what the children have called a 'Worry Warden'. This is an adult within the school that the children have chosen because s/he is someone with whom they feel they can share their worries. They meet regularly to ensure that contact is maintained.

#### **H. Off-Site Visits**

The Positive Behaviour Policy will be applied on off-site visits.

#### **I. The Use of Force to Control or Restrain Pupils**

Staff should only use physical restraint as a last resort, in extreme circumstances and the force used must always be the minimum necessary in the circumstances. (See Use of Force to Control or Restrain Pupils Policy.)

Only those members of staff who have been trained in the Team Teach approach may use restraint.

#### **J. Search**

If the need arises children are asked to empty the contents of their bags and pockets.

For children with SEND who have a condition which will affect their ability to behave in line with our Positive Behaviour Policy, we make adaptations. These are made within the spirit of the Positive Behaviour Policy and we implement our best endeavours to ensure that, with appropriate support, we enable the child with SEND to participate in the life of the school. If the poor behaviour continually disrupts the workings of the school and therefore the safety of other children and staff, the child may have to be permanently excluded but this will only be the case when every avenue has been explored including support from the Local Authority.

We hold an annual talk for parents on how to keep your child safe on the internet. The children are also taught about how to keep themselves safe on the internet in IT lessons.

The Positive Behaviour Policy is reviewed each year to ensure it is proving effective. The Positive Behaviour Policy is followed by the whole school, applied by ALL staff, supported by parents, staff and children, and is based on a sense of community and shared values. We will strive to ensure that the policy is applied fairly and consistently. It is only by working together and following the agreed policy that it will work in practice.

## Appendix

**Examples of additional reward systems operating in some classrooms to encourage good behaviour and in keeping our Golden rules:**

- Stickers are given out regularly for good work and good behaviour.
- **Chance Cards** These are given out for good work or behaviour. Child's name is written on the card. Once a fortnight the chance cards are added up and there is a prize for the child who received the most. There is also a prize for the child whose name is pulled out of the box by chance.
- Children *are* awarded stars or stickers for good listening, good work or good behaviour in class. When they have won an agreed number of credits, they are allowed to choose a little prize from the **Treat Box**.
- **Learning and behaviour housepoints**