



St Buryan Academy Primary School Positive Behaviour Policy

September 2017

Contents

Positive Behaviour Policy

Introduction

Entitlement

Rights, Rules and Responsibilities

Inclusion

Resourcing

Strategies

Links with Other Policy Documents

Monitoring

Implications of the Discipline Policies and Pupil Behaviour on the Policy

1. Positive Behaviour Policy

Introduction

- 1.1. This policy sets out the purpose, nature and management of behaviour in our Academy.
- 1.2. This policy reflects the consensus of opinion of the whole teaching staff. The implementation of this policy is the responsibility of all staff.

Entitlement

1.3. We aim to ensure that:

- We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the Academy community;
- The furniture is comfortable to work at;
- There is easy access to water and fresh air;
- The temperature is kept at a comfortable level;
- There is space in the learning environment to celebrate success;
- There are good quality and interesting resources to work with;
- There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
- Each child is valued as an individual;
- We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
- There is an understanding that we all have rights, rules and responsibilities.

Rights, Rules and Responsibilities

1.4. Rights

1.4.1. At St Buryan Academy, we believe that children have the right:

- To learn;
- To feel safe;
- To be happy;
- To be an individual;
- To be listened to;
- To be treated kindly, fairly and equally;
- To have access to the school at appropriate times;
- To communicate and express themselves;

- To be left alone;
- To share ideas and ask questions;
- To have a friend and to join in games.

1.5. Rules

1.5.1. The Academy has a set of 3 rules or expectations of behaviour; which apply to every situation:

- Be kind
- Be safe
- Be responsible

1.5.2. These rules are displayed around the Academy and in classrooms. These rules are then adapted within class to create age appropriate Class Rules.

1.6. Responsibilities

1.6.1. Governors are responsible for following the legal guidelines on the Academy's Positive Behaviour Policy and monitoring and reviewing the Behaviour Policy.

1.6.2. The legal responsibilities for the discipline of the school lie with the Governors who have delegated the day-to-day management to the Principal. Parents/carers of an excluded child have a right to make a written representation to the Discipline Committee of the Governing Body. The Governing Body will take steps to consider any such representation.

1.6.3. The staff are responsible for:

- Recognising that good behaviour needs to be taught;
- Having high expectations of *all* people in the Academy;
- Applying the Behaviour Policy in *all* situations and to *all* children in the Academy;
- Communicating behaviour clearly and effectively with others;
- Having a good working knowledge of this Behaviour Policy;
- Following its procedures for positive and negative consequences;
- Being consistent and fair;
- Providing a learning experience when dealing with children's behaviour;
- Clearly rewarding positive behaviour;
- Following behaviour management procedures to ensure that children are ready to learn;
- Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- Actively seeking positive relationships with parent/carers;

- Providing an inclusive curriculum which promotes a high self-esteem;
- Using the clear agreed language of positive behaviour management.

1.6.4.All staff are responsible for:

- Monitoring the implementation of the Positive Behaviour Policy and its procedures to ensure that it is consistent across the Academy;
- Supporting staff with the implementation of positive behaviour management strategies;
- Being available to support teachers communicating with parent/carers who will be contacted if HT is to deal with an issue;
- Being available over lunchtimes to support midday supervisors.

1.6.5.Parent/carers are responsible for:

- Supporting the Academy's Positive Behaviour Policy;
- Sharing information about what is happening outside of the Academy which may affect their child's behaviour;
- Being available to discuss their child's behaviour with the Academy.

1.6.6.Children are responsible for:

- Doing their best to contribute to a positive learning environment and allowing others to do the same;
- Taking responsibility for their own behaviour;
- Helping to create a secure environment where children can be safe, happy and learn.

Inclusion

1.7.St Buryan Academy promotes the learning and participation of everyone within the Academy community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all.

1.8.The Academy's inclusive culture is reflected in all Academy policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of the Academy. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the Academy.

1.9.Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given an equal priority and available resources are used to maximum effect.

1.10.St Buryan Academy recognises behaviour management as a subject and therefore it is differentiated where appropriate. Where patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the Senior Leadership Team will

request a meeting with parents/carers. The child will then be placed on a Behaviour Monitoring Plan. This is then reviewed regularly and parents/carers are asked to communicate with school staff. At this stage, the Academy's policy for positive and negative consequences is followed (Appendix 1).

1.11. If the patterns of behaviour continue the child's Behaviour Plan will include achievable targets and rewards. The consequences will differ and smaller steps will be given to the child e.g. they might receive a sticker for every session of the day which will accumulate to a reward at the end of the week. This *may* form part of the child's IEP or IBP (Individual Education or Behaviour Plan). This plan should be for a specified time and evaluated at the end of this time.

1.12. If it is necessary to restrain a child, the Academy's policy on Positive Handling will be adhered to.

Resourcing

1.13. Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include:

- Observation of teacher colleagues
- Training sessions for staff
- Consultation with specialist teachers

1.14. Implementation is a *whole Academy* responsibility and supported through the ethos within the Academy.

1.15. This will be achieved in a variety of ways:

Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the children and follow up their problems to a conclusion. When members of staff discuss behaviour with children, they will always aim to have a learning experience as an outcome and use the agreed language.

Strategies

1.16. Non-verbal strategies and reinforcement

1.16.1. Members of staff use non-verbal communication such as giving eye contact, smiling, using positive gestures (such as thumbs up and clapping).

1.17. Verbal reinforcement

1.17.1. Members of staff use praise to groups and individuals.

1.18. Consequences

1.18.1. These are set out in the appendix to this policy. They outline the agreed consequences to negative and positive behaviour. The consequences

outline individual consequences and group consequences (e.g. target for the class).

1.19. Referral to other staff and Headteacher

1.19.1. By arrangement, and as part of the Academy's systems for positive and negative consequences, children are sent to other members of teaching and learning staff (teachers and teaching assistants) to share work, information and behaviour.

1.20. Communication with parents/carers

1.20.1. Parents/carers are kept informed about all aspects of a child's behaviour should problems arise. This is achieved by:

- Meeting informally with parents/carers at the beginning or end of the day;
- An email or phone call should problems arise/ HT involved
- If a child's behaviour is causing concern, parents/carers will be invited to meet with the teacher and teaching staff to discuss how the child can be helped to change his/her behaviour.

1.21. Virtue Assemblies

1.21.1. Assemblies are used to celebrate good virtues shown in work, effort and behaviour. Team points are given to recognise good work and good behaviour.

1.22. Lunch Time

1.22.1. Midday Supervisors are given guidance on their role in implementing this policy.

1.23. Dealing with Inappropriate Behaviour

1.23.1. When dealing with inappropriate behaviour the main considerations are:

- That a learning experience is gained;
- That the behaviour is separated from the child so they understand it is the behaviour choices that need changing;
- Care for the individual or group of pupils involved;
- Prompt, fair and consistent responses by the adults concerned;
- Consultation with parents/carers if the child's behaviour is a cause for concern either by email or phone.

1.23.2. In some circumstances it may be necessary for a member of staff or Headteacher to deal with inappropriate behaviour by talking to a large group assembled together.

1.24. Circle Time

- 1.24.1. The use of Circle Time is central to our Positive Behaviour Policy. Circle Time provides a framework for the development of self-esteem and positive behaviour.

Links with Other Policy Documents

- 1.25. Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy.
- 1.26. All Health and Safety issues related to this policy are covered within the Academy's Health and Safety policy.

Monitoring

- 1.27. In order to monitor the effectiveness of this policy evidence will be collected in a number of ways, these include:
- Consultation with parents/carers via questionnaire and informal dialogue;
 - Teacher's records from their own classroom;
 - Dialogue with staff groups;
 - Review of targets on Behaviour Plans;
 - Records of incidents of bullying;
 - Records of incidents of racist/homophobic incidents;
 - Exclusions.
- 1.28. The HT is responsible for carrying out the review of the Positive Behaviour Policy. The policy will be reviewed every 2 years.

Implications of the Discipline Policies and Pupil Behaviour on the Policy

1.29. Regulating pupils' behaviour outside Academy premises

- 1.29.1. St Buryan Academy has a statutory power to regulate the behaviour of pupils when off Academy premises and not supervised by Academy staff on educational visits; sporting events; behaviour on the way to and from school and behaviour when wearing school uniform in a public place. In these instances, disciplinary action will only take place on Academy premises and, where appropriate, parent/carers have been consulted. St Buryan Academy would expect any out-of-Academy misconduct witnessed by members of the community (police, shopkeepers, street wardens etc.) to be reported to the Headteacher.

1.30. Confiscation

- 1.30.1. The Academy includes confiscation of pupils' property as a disciplinary sanction in the Behaviour Policy. Confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for Academy staff who have reasonably confiscated pupils' property.

1.30.2. The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: *"it is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising."*

1.31. Power to search for weapons

1.31.1. The Academy can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search.

1.31.2. The guidance states the following:

Paragraphs 3.8.4 – 3.8.5 of the guidance briefly cover the basic powers of certain school staff to **search suspected pupils for knives or other weapons without consent**. This power to search derives from the *Violent Crime Reduction Act 2006*, which added new provisions to the *Education Act 1996*. It **only** relates to weapons and does **not** extend to searches for other material such as illegal drugs or stolen property. In these cases the police should only do searches. Section 45 of the *Violent Crime Reduction Act 2006* provides full and precise authoritative information, which can be accessed online.

Strategies to Deal with Unwanted Behaviour

Skills/techniques we need as adults :

- Non-verbal cues
- Verbal cues
- Tactical ignoring
- Non-intrusive language
- Classroom organisation
- Playground organisation
- Inclusive approach
- Distraction
- Pause...direction (e.g. 'Jenny.....pen down.....thanks')
- Take up time

Expected language from adults for problem solving WDEP - Want Do Evaluate Plan

What did you **want**?

What did you **do**?

What happened as a result of what you did? **Evaluate**

What will you do next time? **Plan**

Fallouts – Expected to follow the Virtues Project Guidelines encouraging children to talk through the problem with the other person/people.

I feel..... when you..... because.....

Strategies for dealing with unwanted behaviour

- Quiet reminders
- Pause and look
- Quietly remove an item if they're fiddling
- Draw into the lesson/activity
- Give them something to do
- Ignore
- Praise those displaying good behaviour
- Impersonal approach (e.g. 'Someone is tapping their board and I expect them to be looking this way, ready to learn')
- Peer pressure (e.g. 'I'm so sorry Sarah but I can't hear you as someone is being very rude and talking over you.')
- Clear expectations and choices
- Spots to sit on
- Apply the consequences consistently
- Make it a corporate effort e.g. 'At St Buryan Academy School, we.....' 'Everyone on the playground....'

Policy Review date: September 2019