



Fen Ditton C. P. School

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Policy Review Schedule	
Last Updated	Next Planned Review and Update
September 2015	September 2016
Governor Signature:	

1.INTRODUCTION

Every institution depends on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well being. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts this process. Behaviour is linked to social and emotional development and the key is to create an ethos of care, guidance and relationship from which behaviour management can operate within.

2. DEFINITION

In the context of the school, we would define good behaviour as conduct which assists the school to fulfil its function, namely the full development of abilities and social skills of all pupils and their access to all areas of the curriculum. It is also conduct which prepares children for life and for social interaction in all walks of life.

3. THE SCHOOL'S APPROACH

At Fen Ditton Primary School we pursue a positive approach to behaviour management. We believe that our school should be a happy and secure place for all. We aim to encourage every child to behave in a responsible and self-disciplined manner and to care about the needs and the rights of all others in the school community. We believe that children respond to a caring system that appreciates their needs and strengths. Discipline is fair and unobtrusive. Our Home School Agreement upholds these principles and sets out the expectations and responsibilities of the parents, the pupils and the school. The school policy is made available to parents on request, is available on our website and commented upon by the Headteacher at all Induction evenings.

4. POLICY

This policy outlines the purpose, nature and management of good behaviour in the school.

4.1 The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Headteacher.

4.2 Class teachers have day-to-day responsibility for the behaviour of the children in their classes and share the responsibility for the sensible behaviour of all children in and around school. Teaching Assistants and other staff also have a responsibility towards ensuring children behave well. A caring classroom atmosphere helps to reinforce good behaviour. Play leaders bear a degree of responsibility during the lunchtime break. We expect all members of staff to be respected in the same way by pupils and to apply this policy.

4.3 A happy caring environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals.

4.4 Good behaviour has high priority and is insisted upon at all times. Politeness, good manners and care for both people and property are encouraged and rewarded. Class charters and the Home School Agreement provide the forum for discussion and collective responsibility.

4.5 Self - confidence and self-esteem are important. Praise is given for politeness and for good and improved behaviour. All staff should be informed about problems facing particular children and of the methods being employed to overcome these, so that the children can benefit from a consistency of approach.

4.6 Children are encouraged to help each other to behave correctly and to support those who have difficulties in so doing. They are also given guidance in how to support a child who has been a victim of aggressive behaviour. (See Anti-Bullying Policy).

4.7 The children are given opportunities within the curriculum to use problem - solving methods suitable to explore social and behavioural situations of increasing complexity. The SEAL and PHSCE programme supports such strategies.

4.8 Staff are firm, fair and consistent in their actions with children and always endeavour to discipline children using positive responses or instructions.

4.9 Parents are encouraged to promote attitudes in their children compatible with those being sought in school. (As agreed in the Home/School Agreement.)

4.10 The school policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

5. CODE OF CONDUCT/CLASS CHARTERS

The Code of Conduct was drawn up by the School Council and is revisited regularly. Class charters are agreed by all the children at the beginning of the new school year. The Code of Conduct and Class Charters are displayed around the school and are regularly referred to.

6. REWARDS FOR GOOD BEHAVIOUR

See Appendix A.

7. SANCTIONS

See Appendix B

8. REVIEW

The Headteacher and all the staff will review this policy regularly. Any suggested amendments will be presented to the Governors for ratification.

9. CONCLUSION

By following this policy we at Fen Ditton Primary School, aim to create a secure, happy and caring environment that promotes good behaviour. We also aim to contribute toward a positive and healthy society.

Fen Ditton pupils

1. Aim high
2. Enjoy learning
3. Support each other in their learning
4. Feel good about themselves
5. Work hard and make good progress
6. Are good friends to others
7. Show respect for people and property
8. Treat others the way they would like to be treated
9. Move around the building sensibly
10. Listen to others

APPENDIX A

REWARDS – APPLICABLE FOR ALL MEMBERS OF STAFF

BEHAVIOUR	REWARDS	ACTION
<ul style="list-style-type: none"> • Following the code of conduct • Demonstrating a positive attitude to learning • Being thoughtful, kind or sensible by showing politeness, good manners, saying please and thank you, speaking to people in a friendly manner • Sharing things • Looking after and taking care of other people's belongings • Helping people to do things e.g. hanging up a coat, holding the door open for the next person • Smiling and looking friendly • Walking sensibly around school • Making a good effort with work or behaviour • Producing very good work and behaving very well • Being kind to others at playtime <p>CARING FOR THE SCHOOL BY</p> <ul style="list-style-type: none"> • Using the toilets sensibly • Caring for the school environment • Picking up rubbish and keeping the tables, cloakrooms and floors tidy <p>LUNCHTIMES</p> <ul style="list-style-type: none"> • Co-operating with Play Leaders, walking through the school, sensible and tidy eating, keeping the school Code of Conduct 	<ul style="list-style-type: none"> • Recognition of pupils being respectful of others • Verbal praise e.g. "good work", "well done", "Thank you" • Visiting other teachers/the Head with good work • Receiving recognition as a whole class for positive behaviour e.g. marbles into a jar • Raffle tickets awarded to individuals for positive behaviour in classroom and around school • Receiving a house point, and/or sticker • Presentation of an academic or social achievement certificate in assembly • Additional activity time ('Green Break') or rewards in specific circumstances • Green cards awarded in assembly at the end of each half term • Sports Day Cup for excellent Teamwork. 	<ul style="list-style-type: none"> • All staff in the school to be involved and aware of the system • All staff to take part in rewarding positive behaviour • All staff to promote the code of conduct • Class given a "special treat" when e.g. a marble jar (or equivalent) is filled <p>Such as:</p> <ul style="list-style-type: none"> a games morning Watching a DVD Games outside Hall Activity <ul style="list-style-type: none"> • Raffle ticket drawn from each class + lunchtime box in Friday assembly and winner to select a prize • House Cup to be awarded to the winning house each half- term • Certificates to be awarded during the special Friday assembly • Stickers/tickets given to individuals at the end of each day or at lunchtime if positive behaviour targets met or if eat whole lunch etc • Logs of behaviour and consequence in class behaviour books • Yellow book shared in assembly. Children who have been sent to the Headteacher for excellent work.

APPENDIX B

SANCTIONS – APPLICABLE FOR ALL MEMBERS OF STAFF

Class Charters are agreed at the beginning of the school year. The children are also reminded of the school Code of Conduct drawn up by the School Council. These are displayed and regularly referred to. The key is for all staff to be consistent and to respond the same way, not moving through the levels too quickly so the consequences become progressively more serious.

	BEHAVIOUR <i>Examples only</i>	SANCTIONS	PROCEDURE FOR CARRYING OUT SANCTIONS
The Warning Stage 1 STAGE	<p>AGGRAVATIONS</p> <ul style="list-style-type: none"> Wandering about, calling out, interrupting the teacher or teaching assistant when talking to the whole class, disturbing other pupils or teaching, talking when asked not to, silly noises, pushing in line, cheekiness, minor challenges to authority, annoying others , 	<ul style="list-style-type: none"> Eye contact Facial expressions Reminders/giving warnings Change of seating Give child choices Visual signs of the progression of a child's name through the three warnings. 	<p>The sanctions in this stage are progressive and containable within the classroom or playground at teacher / teaching assistant/ play leader level.</p> <ol style="list-style-type: none"> Staff try to deal in a positive way with eye contact; gentle reminders of the code of conduct. This is often enough. The children are then given a second warning and made aware of the consequence if negative behaviour continues. The third warning constitutes a consequence. It is recorded in the class behaviour book.
STAGE 2	<p>CONSEQUENTIAL</p> <p>Behaviour in stage 1 has not been modified and continued to the third warning thus a consequence is given.</p> <ul style="list-style-type: none"> Hurting someone where the trigger is understandable and the hurt is not major Swearing or other offensive language 	<ul style="list-style-type: none"> Separation from rest of the class/group within classroom or movement from current seat. Time out (agreed, short length of time) Partial or whole loss of playtime Written/verbal apology if appropriate If outside – time sat on bench or spent walking round with the adult may be appropriate Informal contact with parents by class teacher if appropriate but definitely if the same behaviour pattern persists and you are recording for the same behaviour regularly. Any parent contact should be recorded in the behaviour book. 	<p>Stage 2 means a consequence and a log – try to link the consequence to the behaviour displayed. Partial loss of playtime could be either managed by the class teacher through keeping the child in to finish work for a given period of time or taking them out to walk round with the teacher on duty for a given period of time. Work avoided or uncompleted must be completed.</p> <p>The class teacher must make sure they record any incidents in their class behaviour book. The child will also miss Friday afternoon Green Break and attend reflection time.</p> <p>The first Green break is spent with the class teacher The second missed green break is spent with Mr Moore A third missed Green break within a half term period leads to the child's parents being called in for a meeting to discuss behaviour.</p>

<p style="text-align: center;">STAGE 3</p>	<p>MORE SERIOUS (PERSISTENT BEHAVIOUR)</p> <p>May be given if a child has been displaying the same persistent behaviour regularly and has been told that next time it will become more serious.</p> <p>Or for:</p> <ul style="list-style-type: none"> • Deliberately throwing objects with intention of breaking them or causing harm • Fighting or hurting someone where the trigger is understandable but the hurt is not major • Damaging school/personal property • Leaving class without permission • Repeated refusal to do set tasks • Serious challenges to authority e.g. serious cheek • Harmful/offensive name calling • Bullying • Intimidating behaviour to others 	<ul style="list-style-type: none"> • Immediate withdrawal from class – sent to another class or to SMT/stood by wall or sent into SMT if break/lunchtime • Loss of playtime/lunchtime • SMT involvement • Parents/carers involved asap • Possible lunchtime exclusion for persistent bad behaviour at lunchtime 	<p>These behaviours are more serious or more persistent. If you feel the child has reached this stage you need to report it to a member of the SMT (Senior Management Team). Occasionally a TA or SMT member may have to come and remove the child if the child does not go to another classroom willingly.</p> <p>Where it is the result of persistent stage 1 behaviour for the same persistent behaviour pattern that is not improving/repetitious or escalating the parents and child should already have been warned that next time it will result in a more serious consequence. The consequences are more serious. After three such incidents or clear logging of a persistent behaviour pattern, the SMT will talk to the child and contact parents to discuss the possibility of a further more serious consequence if the matter is not corrected. This may be internal exclusion from the classroom or playground for a series of sessions; a lunchtime exclusion where the child has to go home for lunch with collection and return by parents; an IBP drawn up which is put in the logging file and may involve a different form of logging sheet and perhaps a reward chart. The incidents logged will of course continue to entail consequences.</p>
<p style="text-align: center;">STAGE 4</p>	<p><u>VERY SERIOUS/INTENTIONAL</u></p> <ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse to any staff • Persistent swearing • Vandalism • Stealing • Persistent Bullying 	<ul style="list-style-type: none"> • Immediate involvement of the Headteacher • Pupil to be removed from class • Parents telephoned and if possible seen at the end of the school day • Possible fixed term exclusion of 1 or 2 days • Involvement of parents/carers on school premises, meetings weekly • Involvement of outside agencies, behaviour, social services, EWO, School Nurse, Specialist Teaching Team 	<p>The child is sent straight to the Head (or SMT if Head not present.) A more lengthy log is filled out by the SMT and the consequences are immediate withdrawal from break and lunchtimes and from working in own class for the rest of the day.</p> <p>The SMT will contact parents immediately and see them in person where possible. Parents will be informed of any decision to carry out internal exclusion from a number of playtimes or lessons and will warn parents and child of the possibility of any fixed term exclusion. Following any exclusion a reintegration meeting will occur and an IBP or pastoral support programme drawn up.</p>
<p style="text-align: center;">STAGE 5</p>	<p><u>EXTREMELY SERIOUS</u></p> <ul style="list-style-type: none"> • Extreme danger or violence • Very serious challenge to authority • Verbal/physical abuse to any staff • Running out of school 	<ul style="list-style-type: none"> • Fixed term exclusion • Permanent exclusion may be considered • Involvement of outside agencies, e.g. social Care, EWO, Sch. Nurse • Refer to Exclusion Advice 	<p>Exclusion – lunchtime or fixed term/permanent as appropriate – Head to deal with this asap and child to be immediately removed from contact with other children while / until matter is dealt with. Following exclusion a reintegration meeting will occur and an IBP or pastoral support programme drawn up.</p>

ALL CLASSES IN THE SCHOOL TO HAVE A SIMPLE VISUAL 3 WARNING CHART