

# **STENSON FIELDS PRIMARY COMMUNITY SCHOOL**

## **POSITIVE BEHAVIOUR POLICY**

### **OUR MISSION STATEMENT**

At Stenson Fields Primary Community School, we want our children to develop into considerate, thoughtful and courteous young people who behave well towards other children and adults within school and in the wider community.

### **OUR SCHOOL ETHOS**

#### **CARES ‘Caring, Achieving, Respecting, Enjoying, Supporting’**

Care for each other and our school

Always try our best

Remember our manners

Enjoy learning

Support each other

Our ethos is modelled by adults within school and is regularly verbalised to children in all key stages. It is displayed in all classrooms and corridors around school.

At Stenson Fields Primary Community School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained.

### **OUR AIMS**

Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships.

Parents are considered to be fundamentally responsible for their children’s behaviour and therefore should be aware of, and included in, the school’s behaviour policy.

It is expected that staff convey to all children in their care that they are respected as individuals and that they have confidence in the child’s ability to learn and be successful. It is vital that children experience success frequently.

As teachers/adults our attitudes, body language and verbal interactions will undoubtedly influence the way our children think about themselves. We aim to provide an atmosphere of respect where there is a strong and consistent expectation of good behaviour.

### **OUR PURPOSE**

- To maintain high levels of good behaviour
- To provide a consistent approach in rewarding good behaviour
- To provide a consistent approach in responding to unacceptable behaviour

- To ensure that behaviour promotes learning and maximises potential

In this context, the following points are made;

- Success should be highlighted either verbally or in written form.
- In class, wherever possible, focus on the good behaviour.
- All children should be involved as often as possible in the weekly awards systems.
- NO CHILD should have the experience of being “discussed” in a detrimental way.

## **RULES**

School rules are kept to a minimum and are developed by the children, therefore are meaningful to them. They are designed to develop courtesy, good manners and mutual respect. They are also there to keep children safe from injury, to care for equipment and maintain a hygienic, healthy environment. It is essential that parents and teachers work together through discussion and action on any issues that develop.

## **CODE OF CONDUCT**

To keep our school happy and safe we are expected to:

**Care for each other and our school**  
**Always try our best**  
**Remember our manners (be respectful)**  
**Enjoy learning**  
**Support each other**

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children.

### **Our Listening Code**

When I am asked for my attention I:  
 Stop what I am doing  
 Empty hands/show me five  
 Keep quiet and still  
 Look at the teacher  
 Listen to instructions

### **Our Line up Code**

When I am asked to line up I:  
 Walk to the end of the line  
 Leave a person SPACE  
 Keep my hands and my feet to myself  
 Keep quiet and still

## **UNICEF RIGHTS OF A CHILD**

- *The right to have a childhood, including protection from harm*
- *The right to be educated, including all girls and boys*
- *The right to be healthy, including having clean water, nutritious food and medical care*
- *The right to be treated fairly including changing laws and practices that discriminate*
- *The right to be heard including considering children’s views.*

## OUR PUPILS

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
To feel safe and happy in school and during break times.	To follow the school/Class rules, to make good behaviour choices in line with the expectations of the behaviour policy, to seek advice if there is a concern.
To make good progress in learning through minimal distractions and good teaching.	To listen and work hard, to ask for help if needed, to participate in lessons, to manage own behaviour and not distract others.
To make mistakes and learn from them.	Always try your best, persevere when things get hard, explain your thinking, take responsibility for your own learning, aim high – push yourself, use others ideas to improve your own, be creative.
To have a high quality learning environment.	Keep classrooms/cloakrooms tidy, do not lean on displays and damage them, take responsibility for your own belongings, use the working walls to support learning.
To be listened too, respected and treated fairly.	Respect others, listen to others opinions, tell the truth, show good manners, be thoughtful towards others feelings, make up your <u>own</u> mind, follow our British values.
To have friends.	Be kind, let others join in, support each other, remove yourself from difficult situations and speak to an adult if appropriate, follow the anti-bullying code.
To have a healthy lifestyle.	Bring a water bottle and fresh fruit/vegetables daily, to make balanced choices for packed lunches or school dinners, participate in being active through PE and other clubs available.

### REWARDS

We at Stenson Fields Primary Community School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated, we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Stickers

- Star of the Week – Hot Chocolate with the Headteacher
- Sending the child to another teacher, Assistant Head Teacher or Headteacher for praise.
- Special responsibility jobs for pupils e.g. Monitors, School Councillors, Class Ambassadors etc
- CLASS Points
- House Points

### **Class Rewards**

Each class can be awarded class rewards; When 25 class rewards are achieved pupils can choose a class treat of their choice. Class rewards are to be given for whole class good behaviour e.g lining up, moving around school (as a class), going to and from activities and visits etc. Sanctions can result in the loss of points.

### **Star of the week**

1 child per class can be awarded 'Star of the week'. This will be announced in a weekly Celebration Assembly and their name displayed on the Celebration board. Staff will record on a central proforma who will be awarded the 'Star of the week' with a brief description why they have been chosen (this will link with the expectations of the CARES ethos and code of conduct). These pupils will be invited to have 'Hot chocolate with the Headteacher' the following week (alternatives will be available for children with allergies/food intolerances).

### **Attendance Award**

The class with the best attendance during the week will receive a class reward and a trophy (KS2)/Attendance Bear (KS1) to display in their classroom until the following Celebration assembly. This will be displayed on the Celebration board. Any class that has the highest attendance for 3 consecutive weeks will automatically receive 5 class points.

## **SANCTIONS & CONSEQUENCES**

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Stenson Fields Primary Community School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.

- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start

### Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Not listening Messing about Telling tales Noisy e.g. talking/ shouting Failing to keep on task Unkind remarks Wasting time Bad language (one off)	Constantly shouting out Distracting others Continuously unprepared for work Rude to adults Using offensive language Refusing to co-operate Play fighting	Deliberately assault/injure Vandalism e.g. damage to school property Physical/verbal threats Racist comments Derogatory faith-based comments Homophobic comments Bullying Stealing

### STEPS

	Steps	Actions
1	Reminder	Reminder of rules, privately.
2	Caution	A clear verbal warning, delivered privately where possible, making pupil aware of their behaviour and outlining the consequences if they continue. Use the phrase 'think carefully about your next choices'.
3	Last Chance	Speak to the pupil privately and give a final opportunity to engage. Offer a positive choice to do and refer to previous positive behaviours. Use script. Add the phrase 'stay behind for 2 minutes after class (Two minutes 'pay back' is owed and cannot be removed).
4	Time Out	Maybe a short time out of the classroom – thinking time to calm down, breathe and look at the situation from a different perspective.
5	Repair	This may be a quick chat after class or a more formal meeting.

### For persistent inappropriate behaviour:

- **Verbal conversation with parent and class teacher**
- **Formal letter to parent**
- **Home/school report card in partnership with parents**

**Serious Behaviour: Senior Teacher or Headteacher to be informed and take appropriate action. A parent/Carer may be contacted depending on the nature of the behaviour. This will be logged on 'My Concern' and monitored.**

It is vital that a restorative (repair) discussion takes place following any sanctions to ensure the pupil learns why their behaviour is unacceptable and how to improve it next time. See Appendix 1.

### **Exclusion**

Exclusion is seen as a last resort when all other attempts to modify behaviour have failed. Internal exclusions, where possible and depending on the circumstances will be the preferred form of exclusion.

### **Exceptional circumstances**

The school acknowledges that a small minority of children may have additional needs and lack the maturity or self-discipline to make the correct choices in order to control their own behaviour. This may be the case for children who have special educational needs or subject to a social care plan. For these children, the normal reward and sanction systems may not be sufficient to support them and in these circumstances, the school will make every effort to avoid exclusion. It is vital that parents are informed and involved when behaviour targets are agreed in order for an effective partnership.

**It is also important to note that every child will start each new school day with an unblemished record!**

### **Anti Bullying.**

The school's definition of bullying is any regular or repeated action or comment which causes unhappiness to another person (**several times on purpose**). All reported bullying will be thoroughly investigated and dealt with very seriously. Please refer to the school's 'Anti-bullying Policy' for more information.

### **MONITORING AND EVALUATION**

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Senior Leadership Team. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the SLT with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

# STENSON FIELDS PRIMARY COMMUNITY SCHOOL

## BEHAVIOUR BLUEPRINT

This is how we do it here.

When the adult changes, everything changes.

### VISIBLE ADULT CONSISTENCIES

1. Meet and greet – warm and positive start. End sessions calmly.
2. High expectations for pupils at all times.
3. Ensure consistency around the rules and consequences of not meeting them.
4. Model calmness, patience and positive behaviour yourself.
5. Make full use of reward/recognition strategies. Praise positive behaviours publicly for those who go 'Over and Above' (stretching beyond basic expectations).
6. Calmly challenge pupils in the classroom and around school for unacceptable behaviours.
7. Always use a restorative follow up for escalated behaviours.

To keep our school happy and safe we are expected to:

- Care for each other and our school
- Always try our best
- Remember our manners (be respectful)
- Enjoy learning
- Support each other

### Stepped Sanctions

1. Reminder
2. Caution
3. Last chance
4. Time Out
5. Repair

### Microscript

I noticed you are....  
Remember the rule....  
You have chosen to....(catch up with work at lunch/move places)  
Do you remember when...  
(positive behaviour reference)  
Thank you for listening

### Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently next time?

