



Abbots Ripton Church of England Primary School

Positive Behaviour Policy

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(Adapted from a model Policy produced in September 2016)

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Together with God's help we: Grow in Faith, Learn for Life and Achieve our best

Aims

It is a primary aim of Abbots Ripton CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. As a church school, our Christian Foundation is extremely important to us and is evident in every aspect of school life, but most importantly our aims, culture and values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful, considerate way. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement.

Staff Responsibility

Behaviour Management is the responsibility of all staff at Abbots Ripton CE Primary School.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour as well as informing them of outstanding behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Our Behaviour Code

At school we expect all children to follow the school rules which set out our expectations for all children to have exemplary behaviour for learning. Following the code means:

1. Being kind, caring and polite
2. Being trustworthy and making good choices
3. Trying your best and not giving up
4. Being safe around our school
5. Sharing and taking care of everyone and everything at Abbots Ripton

There are staged consequences which we call steps and these are used when children are not following the code:

1. An adult will talk to you.
2. An adult will talk to you again.
3. You will be moved within your classroom/ dining room/playground away from other children and you miss 5 minutes thank you time.
4. You will be moved to another classroom and this will be logged in the class behaviour book and you will miss 10 minutes thank you time.
5. You will be sent to Mrs Matthews and miss all of your thank you time plus a break or lunchtime. A reflection form will be completed during this time.
6. Your parents will be contacted. Together we may decide that you need a behaviour contract to remain in school or we may exclude you from school for a while. This exclusion may be within school or out of school.
7. You will be put on to a behaviour report card.

Breaking E-Safety Code, swearing, physical violence and aggression will lead to an immediate jump to Step 5.

All classrooms display the code as well as the staged consequences in an agreed format.

Each class also has a class behaviour book at the start of the academic year and these will be regularly reviewed by the Headteacher. At Step 5 and beyond, incidents are logged using a 'Serious misbehaviour form' (see Appendix 1).

Rewards and tokens

At Abbots Ripton Primary School we 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.

We say a thank you each week to children who have followed the code with a 20 minute 'thank you time'. This is on a Friday afternoon before Celebration assembly. Any child who has missed minutes of this time (see Steps above) sits out of the activity.

What are Tokens and how are they recorded?

Tokens are a reward given to children for work, effort or attitude which exceeds normal expectations. For example if a work target has been set and the child exceeds this, or if a child shows great determination and effort in completing a task, then a token can be given. When marking, '1 token' is written at the end of the piece of work.

These tokens should be placed in the reward box outside the office by the children. Each half term there are 3 choices for a whole school reward e.g. film and popcorn, non-uniform and so on. At the end of each half term, the office counts the tokens and the winning reward is given to the whole school at a time agreed by all staff.

What are Tokens not be given for?

Tokens are not given for completing everyday work which shows no extra effort, perseverance or improvement on behalf of the child. They are also never used as a reward for avoiding bad behaviour. This is to avoid the situation where the 'more challenging' children are perceived by other pupils/parents as receiving tokens and certificates more quickly than those who are working hard and behaving well.

What certificates/awards do the children receive?

The children have the chance to receive different awards, all of which are awarded in Celebration assembly:

- The Leading Learner is presented to two children each week by the class teacher and this has a learning focus e.g. writing, maths etc.
- Each class teacher will also choose a child to receive the Headteacher's Certificate each week and this is focussed on learning behaviours for example perseverance, resilience etc.
- The Handwriting Certificate is presented to children when they become competent at cursive script in all of their writing.
- Bronze, silver and gold medals are awarded for Accelerated Readers and Athletic Masters. For Athletics Masters, the Maths leader will identify the three children in the school who have accrued the most engaged time on Athletics for that week. For Accelerated Reader – each class from year 2-6 has a class record of Accelerated Reader Achievement results which the children maintain themselves. They are awarded a gold raffle ticket for a score of 100%, silver for 90% and bronze for 80%. Raffle tickets are then drawn and medals issued to the three children whose tickets are selected.
- The Headteacher will read the weekly attendance totals for each class and a trophy is awarded to the class with the highest overall

attendance. This trophy is given to the class to keep in their classroom for the following week.

We have a celebration board in the corridor and a photocopy of each certificate is placed on this board for a week after being presented. A rewards register is completed by the office to monitor who is receiving the awards each week.

Physical restraint/reasonable force

Reasonable force may be used by all members of the school staff as a last resort to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All cases of the use of reasonable force are recorded by the school. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. For further details see the 'Positive Handling Policy'

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used:

- as a punishment – it is always unlawful to use force as a punishment.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

Searching Pupils

Here at school we may search a pupil, with their consent in any situation considered necessary for the safety of pupils. Consent is not required if the search is for prohibited items such as knives, weapons and alcohol. More detailed advice on confiscation and what must be done with prohibited

items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Exclusion

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time or permanently. In his or her absence, the most senior teacher has the right to exclude a pupil from school. If such action is taken, the head teacher will inform the Chair of Governors and seek advice from an Education Advisor. A committee of unnamed governors for exclusions will be put together if and when the need arises in line with statutory requirements.



Ratification of Policy

Positive Behaviour Policy

Presented to:committee

Policy ratified on:.....

Signed by:

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....