

# **Princefield First School** **POLICY FOR POSITIVE BEHAVIOUR**

## **Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a happy, calm environment where everyone feels safe and secure. We believe that good pupil wellbeing is instrumental to good learning in the classroom. This is a crucial and integral part of our ethos at Princefield, as expressed through our motto *'Working together for success'*

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

## **Aims of the Policy**

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the curriculum, to teach moral values and attitudes as well as knowledge and skills. This will promote responsible behaviour, independence, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- Encourage children to have high expectations of their own behaviour.

## **The Princefield Code**

This is a set of school rules that have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. This code of conduct forms part of our Home School Agreement and is as follows-

- Listen carefully and respect others
- Make good choices
- Take responsibility for your actions
- Look for the best in people
- Be proud to be yourself

The above code has been specifically created to tackle the challenges and behaviour patterns seen at Princefield School. It has been shared with pupils, parents and Governors, is on display throughout school and is referred to regularly so that it is an integral part of school life and learning.

## **Caring Classroom Rules**

If children are to enjoy the possibility of experiencing success at Princefield First School, then they must be able to work within an environment where it is anticipated that they will have high expectations of themselves in terms of learning and behaviour. Caring classroom rules are established in each classroom at the beginning of the new school year to emphasise positive behaviour and collaboration in the striving for excellence. The planning of appropriate learning experiences, excellent and consistent organisation within the classroom and the nurturing of good and collaborative relationships across the school are ways in which adults working in the school can help to establish a positive ethos in which children can develop and excel.

## **Encouraging Positive Behaviour**

The children should see that the school has consistent procedures in place which reinforce that we have the highest of expectations for them and that they should develop similar beliefs in their own potential, together with pride in their achievement. However, it is necessary to supplement this general ethos with a simple and well-understood system of rewards as an incentive to higher achievement and effort and to support those children that find maintaining good behaviour difficult.

- To encourage good quality work and learning, each class teacher will use the House Point System as a reward. As children collect their points they are awarded bronze, silver, gold and finally a special award certificate which are given out in a celebration assembly.
- Supplementing this are the teachers' own use of stickers to give extra positive messages where necessary. This is useful for children who require extra systems in place as they have a specific behavioural needs.
- Where a child completes a particularly good piece of work or has demonstrated excellent effort they may be awarded a well done certificate which is given out at a whole school celebration assembly.

- For outstanding pieces of work staff may put forward children to achieve a Headteachers Award. This is an opportunity to show and talk about their work with the Headteacher and receive a special sticker.
- At Princefield we try to involve the children themselves in promoting positive behaviour, through the discussion of issues and possible solutions in PSHE lessons and through the School Council.

## **Sanctions**

It is clear that there will always be children who require a system of **sanctions** to remind them of their responsibilities. There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly.

Although these sanctions will be perceived as being 'punishments' their aim is to encourage positive learning and behaviour.

At Princefield we need to ensure that there is clarity and continuity across the school. All teaching staff, HLTAs, Cover Supervisors and Teaching Assistants need to be clear of how to deal with disruptive behaviour regardless of which class or group of children they are working with. Similarly the children need to know that whoever is working with them that any inappropriate behaviour will be dealt with consistently and fairly.

As part of The Princefield Code, the children need to learn that if they choose to behave badly, there are consequences to this and what they are.

## **Dealing with general classroom mis-behaviour**

1. A reminder is given so that the child or children are clear what the expected behaviour is. If the behaviour continues:
2. Warning. The child is now given a warning that if the inappropriate behaviour continues the child's name will go on the last chance list (LCL)
3. Name goes on LCL (wipeable board). If they behave they get the chance to have their name removed by end of the session. This provides the opportunity to start their next session with a clean slate.
4. If it occurs again the child will miss their next playtime (not dinner time).

This is then recorded in the classroom behaviour book. When a name appears 3X within a half term, parents are informed by class teacher with targets for improvement.

If a child needs to miss playtime this will be in school supervised by a member of the SMT.

5. Where a child's name has been entered in the class behaviour book several times and there is a consistent pattern of bad behaviour, this is to be directed to the Headteacher (or Deputy in absence)

**More serious incidents** (Swearing, being rude to an adult, pushing another child etc.)

1. Class teacher will talk to child and inform parents either face to face or through direct contact. The incident is recorded in the classroom behaviour book. If behaviour persists or a teacher feels they need support.....
2. Refer to Area Leader- EYFS Mrs Binns  
KS1 – Mrs Robinson  
Year 3/4 Mrs Cashmore

Who may then speak to the child themselves or ask for a meeting with parents.

3. **Serious Incidents involving fighting/ bullying**  
Where children have been fighting or there is evidence of bullying or causing intentional harm to children or staff, parents will be notified and a meeting to discuss the situation arranged.

Such occurrences will be documented in the Serious Incident Book, located in the Headteacher's office.

### **Individual Behaviour Plans and Outside Agencies**

Where all the above has been put in place and bad behaviour still persists the Headteacher will call a meeting with parents to agree an individual behaviour plan (IBP) for the child. This may include withdrawal from the classroom for an agreed period of time. It may be appropriate at this stage to consult an outside agency to support the school, child and parents in moving forward.

A final warning will be given where appropriate improvements as detailed in the IBP have not been made.

### **Report to Governors Recommending an Exclusion**

The Governors Curriculum Committee shall form a committee to hear the school report on recommendations for exclusion and make decisions in line with Staffordshire Local Education Authority Policy. If an appeal against the exclusion is made by the parents concerned then they shall be heard by the whole Governing Body.

## **Exclusion**

1. The Head teacher would exclude a child at lunch time or for up to 3 days.
2. On return to school the Head would discuss with the pupil and parents future action to be taken jointly between home and school in line with County Policy.
3. A probationary period would then be set up to monitor behaviour and attitude.
4. Permanent exclusion would take place where necessary, if the pupil failed to improve his/her behaviour.

**N.B. An exceptionally serious problem could result in suspending the normal procedure and parents being asked to take their child home straight away. The Governing body would be informed and a meeting with all involved called the following day.**

## **Lunchtime Supervision**

At lunchtime, supervision is by the Senior Supervisor and a team of lunchtime supervisors. These members of staff should maintain order by following guidance in the Lunchtime Supervisor's Handbook, which includes a code of conduct. (see attached sheet) It is important that they are consistent in their approach so that children at Princefield clearly understand what is expected of them at all times and therefore feel safe, secure and happy.

**The children should treat the lunchtime staff with the respect due to all adults at Princefield School. Verbal or physical abuse is not tolerated.**

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher and Deputy Head Teacher. This may result in loss of privileges and lunchtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed period of time. This will be followed, if necessary, by permanent exclusion.

## **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. These are also reinforced with the Home-School Agreement

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

## **Other linked policies/documents**

- **Policy for Use of Reasonable Force**
- **Anti-Bullying Policy**
- **Home-School Agreement**

H Johnson - Headteacher

October 2016

To be reviewed October 2018

## **Code of Conduct**

- **Stay calm**, talk to the children don't shout.
- **Praise children** who are doing the right thing more than criticising those doing the wrong thing.
- **Reward** the children who are following the rules as much as possible.
- **Be proactive**. Look for potential problems and deal with them before they escalate.
- Reinforce school rules, **be consistent** with your expectations.
- Do not tolerate rude behaviour, note down the child and report it to their teacher. We expect the children to **respect all staff**.
- Follow the behaviour policy rather than overreacting to poor behaviour.
- Be aware of children with special needs and respond sensitively and appropriately to them.