



ST ANDREW'S CE PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Justice, Respect and Forgiveness in mind.

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's mission statement.

This policy sets out the expectations of behaviour at St Andrew's CE Primary School. The Governors, staff and pupils seek to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing unacceptable conduct and interventions that support staff and learners. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Race Equality Policy and St. Andrew's CE Primary School's mission statement.

Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- To create a culture of exceptionally good behaviour: for learning and for life
- Enable effective teaching and learning
- Treat all members of the school community with consideration and respect, helping to build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- Value others and be polite and friendly
- Work hard and try one's best
- Respect the school environment and other people's property
- Respect the culture and beliefs of others
- Promote self-esteem and emotional well-being
- To refuse to give learners attention and importance for unacceptable conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all.

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the school and classroom rules (See appendix 11)
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Talk to a member of staff if they have a concern

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Provide a caring and effective learning environment
- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships, encouraging positive relationships based on mutual respect
- Plan lessons that engage, challenge and meet the needs of all learners, encouraging all pupils, whatever their ability, to achieve their full potential
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate
- Listen to the concerns of the child

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of St. Andrew's as a Church of England school where all are equally valued as members of the school community

- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Guidelines

Children who make consistently good choices in class and around school are rewarded for their efforts. (see Appendix D - Positive reward system) In addition, the following may be used:

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the adventure playground
- sent to another teacher/Head teacher with work

Formulating class rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Anti-Bullying Alliance

Through the Anti-Bullying Alliance, St. Andrew's has achieved 'Gold Status' in the All Together School initiative that supports teachers and children to gain the skills needed to address bullying effectively.

The core values of the Anti-Bullying Alliance can be found at:

<https://www.anti-bullyingalliance.org.uk/aba-our-work/about-aba>.

We have two Anti-Bullying ambassadors in school. Phee Garlick – Key Stage One and Kendra Gerrish – Key Stage Two. Each year, St. Andrew's holds an anti-bullying week in partnership with the Anti-Bullying Alliance to raise further awareness.

Non adherence to positive behaviour policy - summary of procedures

These procedures assume a gradual increase or persistence in unacceptable behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages e.g. child may be given an internal exclusion.

There may be occasions, however, when domestic circumstances, or the child's disposition, would warrant an internal exclusion (or seclusion) where he or she completes their school work in a designated workspace within school and has their break periods away from their peers.

We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

	Steps	Actions
1.	Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2.	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3.	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use micro-scripts (the 30 second scripted intervention),
4.	Time out	Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting.
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be made.		
6.	Phone call home	Second internal exclusion (period of time to be spent in an area away from other children and child to be supervised by a member of staff). Parents must be informed by the class teacher.
7.	Behaviour Support Plan (BSP)	The system helps the individual child to set realistic targets for his/herself, and helps them to monitor and record their own progress. This programme is supported by Teaching Assistants and Lunchtime Supervisors as appropriate. Through discussion and comparison of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour. If a teacher or Phase Leader feels an individual child requires a 'Personal Target Sheet', they need to discuss their concerns with the SENCo and Headteacher. This will then be discussed with the child and his/her parents by class teacher. If it is agreed that the child begins a Personal Target Sheet, the class teacher and parents will need to ensure a high commitment to regular monitoring if it is to be successful.
8.	Pastoral Support Plan (PSP)	The PSP will be developed to help individual pupils manage their behaviour. The PSP will have the following common elements: Is School based Have a nominated member of staff as overseer Be automatic for pupils with several fixed term exclusions Be automatic for pupils at risk of failure or disaffection Will not be used to replace the SEN assessment record Will have involved other agencies where appropriate The programme should be time limited and identify short-term targets The PSP will be reviewed at a formal meeting every two weeks with parent, HT, SENCo and class teacher Selective Exclusion (i.e. off Premises during Lunchtime).

9.	Exclusion	<p>Exclusion is seen as a last resort, after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:</p> <p>To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour To maintain high standards of behaviour in school To secure the well-being and entitlement of other children and staff in school</p> <p>If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set by the class teacher. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression / disruption / abuse towards a member of staff/child.</p> <p>County to be informed.</p>
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A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENCo and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns. At this point a 'Personal Target Sheet' (See appendix D) is considered.
- Headteacher is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action.
- A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist) and a new plan of action / contract may be created:-

- BSP (Behaviour Support Plan)
- PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.

Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

THE TEAM TEACH APPROACH

~Working together to safeguard children and staff~

At St Andrew's CE Primary School we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

In order to further develop existing practice, we have decided to adopt the 'Team-Teach' approach as a whole school so that we are more able to fulfil our statutory duty of care to the children and to the staff. This will also allow us to respond to recent changes in government guidance on safeguarding practice that apply when physically moving or holding children.

"Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."

George Matthews, Team Teach Director

The Department for Education (DfE) has issued clear guidelines for the use of physical intervention and the use of reasonable force. The school has copies of these guidelines which are available to you upon request.

If you have any questions concerning the use of safe behaviour management that includes physical interventions please do not hesitate to contact the school. You can also seek advice from the Team Teach website (www.teamteach.co.uk) or by contacting:

Ali Manning – Senior Team Teach Trainer at ali@ali-training.co.uk

Summary of behaviour procedure for Playtime / Lunchtimes

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. All adults must not act upon the information until all areas of investigation have been explored.

- The first focus is on good behaviour with positive comments for those behaving well-being common place i.e. rewarding good behaviour. (see 'Playground Behaviour Awards')

	Steps	Actions
1.	Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2.	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3.	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use micro-scripts (the 30 second scripted intervention),
4.	Time out	Time out might be a short time at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This is to be recorded in the playground incident book.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting.
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be taken.		
6.	Second 'Time Out' incident	Period of time to be spent with a member of SLT. Incident to be recorded. Parents must be informed by the teacher.

This procedure assumes a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature, (i.e. violence) then it is acceptable to skip stages.

- Staff co-ordinate after school discussion with parent re: behaviour issue. At this point it may be worth considering a 'Behavioural Support Plan - BSP'. (See Appendix C)

We expect that early intervention and discussions with parents at an early stage will resolve the issue. Early involvement will make it easier to develop a positive partnership between school and home.

St. Andrew's C.E Primary Reward System

The reward system is to encourage and acknowledge all children who follow the school's expectations e.g. good behaviour, supporting peers and adults with daily tasks and taking responsibility to achieve their personal best.

How does the system work?

- All adults will have dot stickers to award children seen 'doing the right thing'. Children keep the stickers on their jumpers until they return to class. They can then put the stickers on their 50 square chart. (local arrangements in class)
- When children have completed their card they can exchange it for a postcard home to parents and a raffle ticket. The raffle ticket will be put in a box and a draw will take place at the end of term whole school assembly. There will be a limited number of small prizes but all children will have received a recognition award through the postcard home
- Completed cards to be redeemed once a week. Monday playtime - Manser playground. FS and KS1 children to be collected and returned by year 6 children. Please ensure full names and classes are on the reward cards

To maintain a consistent approach across the school please ensure the following:

- Children who ask for a sticker should not be given one
- Stickers must never be taken away for inappropriate behaviour
- Children are awarded stickers for personal best or consistently meeting school's expectations
- Children can fill more than one card over a term and the same system applies
- Any incomplete cards should be carried over to the following term to ensure all children have an opportunity to have their efforts recognised
- Stickers can be awarded by any adult to any child (not just class teachers)
- Try to award children when they least expect it e.g. holding a door open, in the dining hall, lining up.
- Any stickers found on the floor etc must be handed in. Children cannot claim found stickers for themselves

To be reviewed every three years March 2017

Signed Chair of Governor

Review date: July 2020



St Andrew's Behaviour Blueprint

Adult Behaviour

- Consistent approach to behaviour
- Calm
- Kind and nurturing
- Respectful and fair
- Good communication
- Solution finders
- Reward positive behaviour first
- Patient

3 Rules:

Ready

Respectful

Safe

St Andrew's Value Message

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's mission statement.

Stepped Sanctions

	Steps	Actions
1.	Reminder	A reminder of the 3 simple rules (<i>ready, respectful, safe</i>) delivered privately, wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2.	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3.	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use the 30 second scripted intervention.
4.	Time out	Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting.

Microscript

'I noticed you are ...
It was the rule about ...
You have chosen to ...
Do you remember last week when you ...
This is who I need to see today ...
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 this affected and how?
6. What should we do to put things right?
7. How can we do things differently in the future?

Appendix B

Reflection Sheet (Option A)

Name: Class: Date:

What did you do?

Which rule do you think you broke?

Why do you think you did it?

What will you do to put it right?

What will you do next time?

Teacher comments:

Signed: Staff: Child:

Reflection Sheet (Option B)

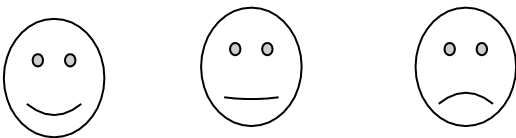
Name:Class: Date: (Above completed by staff if necessary)

Which rule was broken?

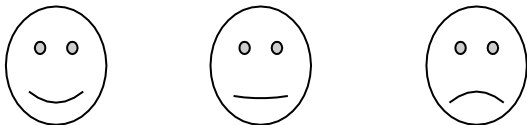
How do you feel?



How does the adult feel?



Is there someone else involved? How do they feel?



Talk with the adult about the choice you made.

Teacher comments:

Signed: Staff: Child:

Appendix C

Record of Class Exclusion

Please send child's 'Reflection sheet' with child to paired teacher and attach to this form when completed.

NB. On the second exclusion, the child will be sent to a senior member of staff so that appropriate action can be taken.

Child's name: Class: Date:

Time: Teacher:

Reason:

Receiving Teacher (Initial):

Second Internal Exclusion

Date: Time: Teacher: Reason:

Receiving Teacher (Initial): Action by member of SLT:

Signed: Date:

Appendix D

Behaviour Support Plan (BSP)

The system helps the individual child to set realistic targets for his/herself, and helps them to monitor and record their own progress. This programme is supported by Teaching Assistants and Lunchtime Supervisors as appropriate. Through discussion and comparison of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour.

If a teacher or Phase Leader feels an individual child requires a 'Personal Target Sheet', they need to discuss their concerns with the SENCo and Headteacher. This will then be discussed with the child and his/her parents.

If it is agreed that the child begins a Personal Target Sheet, the class teacher and parents will need to ensure a high commitment to regular monitoring if it is to be successful.

Pastoral Support Plan (PSP)

The PSP will be developed to help individual pupils manage their behaviour. The PSP will have the following common elements:

Is School based

Have a nominated member of staff as overseer

Be automatic for pupils with several fixed term exclusions Be automatic for pupils at risk of failure or disaffection Will not be used to replace the SEN assessment record Will have involved other agencies where appropriate

The programme should be time limited and identify short-term targets

The PSP will be reviewed at a formal meeting every two weeks with parent, HT, SENCo and class teacher
Selective Exclusion (i.e. off Premises during Lunchtime).

Exclusion

Exclusion is seen as a last resort, after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- a) To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour
- b) To maintain high standards of behaviour in school
- c) To secure the well-being and entitlement of other children and staff in school

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set by the class teacher. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression / disruption / abuse towards a member of staff/child.

(Exclusion will only be implemented through Local Authority guidelines and advice)

Appendix E



St. Andrew's CE Primary School Reward Card

Name _____ Class _____



Number card _____ Date Started _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Appendix G



At St. Andrew's CE Primary School, we expect everyone:

- to show respect for each other, our property and our environment.
- to be responsible for our actions
- to be punctual
- to treat others as we would like to be treated ourselves.
- to be truthful, kind, helpful, friendly and polite.
- to move sensibly and safely around the school
- to play sensibly and safely in the playground
- to value what others have to say.
- to work as a team.
- to include others in all that we do.
- to always try our best and ask for help when unsure

Signed: *Seb Hearman* (Chair of Governors) Date: July 2017

Appendix H

Whole School strategy for managing incidents of Bullying.

The following strategy details the process for reporting, recording, acting on and monitoring incidents of bullying at school. It details these processes for each of the following user groups, pupils, staff and parents in order to ensure clarity, consistency and transparency.

Staff at St Andrew's will:

- Promote an 'Open door' approach to discussing important or personal issues with children including within their class through PSHCE lessons and circle time.
- The staff across the school support the school's junior leaders and play leaders scheme alongside school council. These initiatives help to give children a voice of their own. The junior leaders and play leaders scheme system also helps to develop positive relationships between children at playtimes.
- Establish whether or not the incident is bullying, linking to the definition set out by the Anti-bullying alliance (see anti-bullying policy).
- Clarify the details of the incident and investigate fully as soon as possible. Listen carefully to what children have to say and offer reassurance that by talking to an adult they are taking the correct action.
- Empathise and support children in their disclosure.
- Record the incident in a class log book. Ensure time, date, location, details, vocabulary and witnesses are recorded as the child has disclosed it. Re-read the transcript with the child, to ensure they agree with the wording.
- Inform/discuss with the Senior Leadership Team (SLT)
- Inform parents.
- Agree a clear course of action. This may include, short term strategies, e.g. distance at playtimes,
- Sanctions where necessary which may include removal of privileges, loss of break times, extra supervision or in the extreme, exclusion from school.
- Monitor relationships after the incident has been resolved and review with the teacher and those involved.

Anti-Bullying charter for Pupils at St Andrew's

- I will learn how to deal with my feelings in a helpful and good way during lessons.
- I know I can talk to any member of staff at school if I have been bullied.
- I know my teacher will listen to me and write down what I say.
- I know that my teacher might have to tell other's about what I have said.
- I know my teacher will find out what has happened.
- I will work with my teacher to make the problem better.
- I know my teacher will keep a watch on me to make sure I am alright in the future.

Parents at St Andrews:

- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.
- Bullying is not one off disputes, quarrels or fights between children
- The teacher is the first point of contact if I am concerned about a bullying issue with my child.
- My concerns will be taken seriously, recorded confidentially and investigated by the class teacher.
- I will be involved with the discussions arising from any such investigations with the class teacher.
 - Staff will monitor relationships in the future to ensure a successful long term conclusion to the original incident and inform me if necessary.
- I can make an appointment to meet with Mrs Mashru (Headteacher), Mrs Gerrish (KS2 anti-bullying coordinator) or Mrs Garlick (KS1 anti-bullying coordinator) at any time in this process if I am unhappy or unsatisfied.