



Ancaster

Church of England Primary School

Promoting Positive Behaviour Policy

“Be the Best You Can Be!”

Signed by Chair of Governors or Committee Chair: Signed by Headteacher:	Approved by the Governing Body and Headteacher at a meeting held on:
Next Date of Review:	Associated policies: SEND, Attendance, Exclusion, Anti-Bullying, Statement of Behaviour Principles.

Introduction

At Ancaster Church of England Primary School we are committed to providing a caring, friendly school environment with a strong Christian ethos for all of our stakeholders so they can learn, teach, challenge and support in a safe and secure learning atmosphere. This policy sets out what teacher and other staff expect from children and Parents/Carers and what children and Parents/Carers may expect in return from school staff. The school's general aims include those specifically designed to promote good behaviour. These are as follows:

- To help each child to develop self-worth and respect for others.
- To foster high expectations and standards
- To enable the children to develop the skills to take on the responsibilities and experiences of life, in partnership with Parents/Carers and the wider community
- To provide a secure, caring and enabling environment
- To provide and promote opportunities to meet the values of our school

Aims and Expectations

- To promote good behaviour
- To promote our core values of: Friendship, Honesty, Achievement, Creativity and Respect as we believe these are fundamental to ensuring all pupils develop high self-esteem and can be the best they can be.
- We are a caring, community, whose values are built on mutual respect and trust. This policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.
- We aim to promote good relationships so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way.

Principles

Our school has an important role to play in assisting pupils to grow up with a respect for the needs of others and an appreciation of the importance of high standards of behaviour in a civilised society. We aim to support pupils to develop self-discipline and self-respect together with the basic virtues of honesty, fairness and good manners. We believe that school should provide a safe and secure learning environment free from the threat of bullying. Violent and aggressive behaviour, swearing, sexist and racist attitudes and remarks and all forms of harassment including bullying, are unacceptable. Such behaviour will not be tolerated and will be dealt with seriously (see Anti-Bullying Policy).

Our Pupils take an active role in the life of the school and the community, behave well in lessons and around the school. We want them to be courteous, honest and show respect for everyone and property. Where pupils do contravene our high expectations, they should be asked to reflect on what they have done and its impact of others. Reasonable and appropriate consequences will only have a positive impact if the pupils accept they are falling short of our stated and understood standards.

Our staff have an important part to play as role models of good behaviour. They support children in developing consistently good behaviour and when not directly supervised. When behaviour does not meet the desired expectations, they help children to make the necessary changes. An understanding of the importance of good behaviour in all areas of school life is widely fostered.

Our Parents/Carers have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. It is our aim to develop excellent communication between the School and parents to this effect. Parents and carers will be contacted promptly by the School to notify them of any serious incidents of misbehaviour in which their child has been involved. The School will investigate, and take action as appropriate, reported incidents of pupil's misbehaviour.

Our curriculum is both challenging and appropriate, recognising the individual strengths and needs of our pupils. We have an inclusive approach to education. All pupils are entitled to have their educational needs met using the skills and expertise of professionals within the school and from partner training providers and outside agencies according to the resources available. Commitment to quality first teaching, early identification and intervention are used to ensure positive behaviour. We are committed to improving social and emotional aspects of learning through our school PSHE programme which is also promoted in worship.

Our School Council plays an active part in fostering a strong pupil involvement in school life and develops active citizenship. We believe that in this way, along with the provision of a wide range of extra-curricular and residential activities, pupils and students are encouraged to work closely and positively with their teachers and each other. A positive work and behaviour culture is thus encouraged.

Our rewards system is a proactive way of encouraging pupils to focus on learning, achievement and progress and to set very high standards for their behaviour.

Practice

The 5Rs

- Rights
- Rules
- Routines
- Respect
- Responsibility

These are shared with all children and displayed in every class at the start of each year as part of the 'New Beginnings and Belongings' theme week. They are used to establish each class's 'Class Charter' early in the academic year. A vital part of these are our Golden Rules:

- Treat everyone with kindness.
- Stop and listen carefully.

- Do as you are asked first time.
- Walk quietly and safely inside school.
- Take responsibility for everything everywhere.
- Always be polite.

These are on display in each classroom and around the school. They are used by all staff, including lunchtime staff.

The 2Cs

- Choices
- Consequences

These work alongside the 5Rs highlighting to our children that for every choice they make, there is a consequence for their actions. When the 5Rs are introduced, the 2Cs will be discussed to enable children to recognise their role. Children who may display inappropriate behaviour in our school are not referred to as 'naughty' but are considered to have made the 'wrong choice' and therefore there must be an appropriate consequence. Positivity around children making 'good choices' ensures children understand that when we do as we are asked, we naturally receive the positive consequence.

Consequences /Sanctions

Each class creates and signs their own class charter which is based on what they feel is important for ensuring their class is a safe and happy place to learn and play. The school also sets clear rules for behaviour. These are communicated via the Golden Rules which are discussed with each class and displayed clearly around the school. The consequences in the form of steps are also discussed and displayed in each class and around the school environment.

- **The Golden Step**- Children who follow the golden rules remain on the golden step-reinforce to pupils that remaining on the Golden Step ensures they are eligible for all of the positive elements of school that are offered each day.
- **Friendly warning**-This is the chance for the child to stop what they are doing and make the right choice before step 1.
- **Step 1**- 5 minutes time out to reflect in the reflection area within the classroom and 5 minutes off the next playtime in Class 2, where they can catch up on their learning.
- **Step 2**- 10 minutes time out to reflect in the reflection area and 10 minutes off the next playtime.
- **Step 3** – The Head teacher is notified. The child is removed from lesson. Parents are notified and a letter is sent home. The whole of the following break is missed.
- Lunchtime supervisors can move children down the steps and provide sanctions of 5, 10, 15 minutes in the outside reflection area and their class teacher informed via post-it note.
- Letters sent home will be photocopied and filed in the behaviour file in each class.

If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step. It is likely that the Special Educational Needs Co-ordinator (SENCO) will be involved in drawing up an Individual Behaviour Plan (IBS) agreed by child, parents and teacher. This outlines the specific targets/areas being worked on. Other external agencies may also be involved. In extreme cases, a child may be excluded from school. In such

cases, the latest guidelines from the Local Authority (LA) will always be strictly adhered to (see Exclusion Policy).

Rewarding Positive Behaviour

It is important that different age groups have appropriate rewards and that they are awarded consistently. Each class teacher decides upon these rewards for their new class in September, taking into account what has happened in previous years. Examples of these are:-

- Individual rewards
 - Verbal praise
 - Stickers
 - Postcards of Praise
 - Special Mentions in assembly
- Class Rewards
 - Class rewards are used to reinforce behaviours that we are teaching the children from the time they start school. Points may be earned in a variety of ways – pebbles, table points
- Team Rewards

Children are grouped vertically across all Classes into 4 teams. Team points are awarded for working towards our school values and for following our Golden Rules. Team Points are not awarded for learning in books.

- Achievement – effort with learning, clubs and out of school activities, trying their best
- Creativity – showing imagination, enthusiasm
- Honesty – telling the truth
- Friendship – caring for each other, helping, taking turns
- Respect – towards peers, staff and any other adults, regardless of race, religion, gender or ethnicity

Team points are shared weekly in a Friday's worship. These are collected over a term with the winning team receiving a choice from the Golden Treats Rewards the end of each small term.

Lunchtime Rewards and Sanctions

- Lunch time supervisors have the same system of Golden Rules and Behaviour Steps Sanctions as the rest of the school. Lunchtime supervisors can move children down the steps and provide sanctions of 5, 10, 15 minutes in the outside reflection area and their class teacher informed at the end of the lunch session.

Lunchtime supervisors will reward good behaviour with:

- Verbal praise
- Stickers
- Special jobs
- Talking to the teacher
- Certificates

Bullying

Bullying of any kind is unacceptable at our school. Please see our Anti-Bullying Policy for our description of what bullying is and our procedures for dealing with it.