

Hillside Primary School



Positive Behaviour Policy

2016/17

Signed by:

Headteacher

Chair of Governors

Date: October 2016

Next review date: Autumn Term 2017



Positive Behaviour Policy

Statement of Ethos and Principles:

All children and young people should experience education of the highest quality in a secure environment free from distraction and disturbance. At Hillside Primary we seek to promote effective learning and teaching through a positive and purposeful ethos of achievement, by creating an inclusive ethos in which all children are respected, valued and treated equally. We aim to teach acceptable behaviour through the curriculum and everyday practice whilst developing the individual.

Hillside Primary has developed an Assertive Discipline approach of shared responsibility among staff at all levels. This approach is used to manage the conduct and behaviour of all children, both within and outside of the classroom.

Assertive Discipline is a whole school approach which focuses on the behaviour and not the child. Appropriate behaviour and routines are taught as part of the curriculum. Expectations are clearly communicated to the children on a regular basis. Partnership with parents is a very important part of the whole approach.

Aim:

To promote positive behaviour and attitudes, based on mutual respect between all members of the school community, thus developing in our pupils: self-discipline, personal responsibility, high self-esteem, and a pride in the school both inside and outside the classroom. In carrying out this aim we will develop a pleasant, successful learning environment for all, which will ensure that effective teaching and learning takes place. To encourage pupils to choose responsible behaviour and in doing so, raise their self-esteem, increase their academic success, improve their relationships with others and better prepare them for adult life

Rights and Responsibilities:

As a school community (children, all school staff and parents/carers) we all have rights but accept that we all have responsibilities-

(i) Children's Rights and Responsibilities- children have the right to a good education, to be happy and healthy, to join in lots of activities and to express their opinion. They are responsible for their own behaviour and for meeting the expectations set out by the school. They will:

- work to the best of their ability and allow others to do the same

- treat others and their work with respect
- follow the directions of all adults that work in the school
- make appropriate choices
- take care of property and the environment in and outside of school

(ii) Staff Rights and Responsibilities- all staff have the right to provide a good education for all children in a happy, safe environment. They have a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher holds overall responsibility. All staff will:

- treat all children fairly
- provide challenging, relevant and stimulating work
- use rewards and consequences clearly and consistently
- challenge unacceptable behaviour whenever it happens.
- Promote and reinforce school values and expectations in whole-school assemblies and through the curriculum

(iii) Parents and Carers Rights and Responsibilities- parents and carers have the right to a good education for their children, provided in a happy, safe environment. Their children have the right to join in lots of activities and be able to share their opinions. They have the responsibility to support their children in meeting the school expectations. Parents and carers will:

- support the school
- help their child/children come to school regularly and on time
- take an interest in their child/children's learning and give support in any way they can.

Consistency

At Hillside we want children to learn positive behaviour but, as in all aspects of life, we recognize that they sometimes have to learn from their mistakes. As in all aspects of managing behaviour, consistency is the key to success. We will ensure consistency by:

- Consistently working within an agreed set of expectations (these are displayed in each and every classroom as 'Class Rights' and act as class rules)
- Being consistent, fair and persistent
- Setting and reinforcing clear, fair, understandable expectations which are appropriate and achievable
- Using a consistent praise and reward system
- Leading by example
- Being open and honest with the children
- Recognising and reinforcing appropriate behaviour

- Providing choices for each child (with clear, appropriate, fair and effective consequences where necessary)
- Communicating clearly and effectively to pupils

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feed-back to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The school and classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Corridor and classroom displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work.

Positive Encouragement & Reinforcement:

Our approach to creating a positive ethos within school is to treat children positively, praising them, offering encouragement and acknowledging their achievements. We will ensure that children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- ✓ A quiet word and positive praise
- ✓ An encouraging smile
- ✓ Positive praise both verbally and written
- ✓ Allocation of team points
- ✓ Good work award or a Headteacher's Certificate to celebrate success
- ✓ AHT / HT for praise, stickers or certificates
- ✓ Informal chat to parents/carers or an invitation to attend a celebration assembly in school

As well as acknowledging and celebrating individual efforts and successes, children at Hillside are encouraged to work collaboratively as a team and gain points for their 'House' team. Winning teams are celebrated in a weekly whole-school assembly and a reward is given to overall winners on a termly basis. Golden Time is also provided in EYFS and KS1 to reward positive behaviour

Consequences

Children deserve structure and need limits and boundaries. There is perhaps nothing more harmful that we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is not acceptable. Pupils need to learn that inappropriate behaviour carries with it consequences. When discussing inappropriate behaviour, we will encourage children to consider alternative choices that they could have made which would have resulted in a more positive outcome.

Consequences include:

1. Eye-contact, gesture, proximity, praise of good behaviour
2. Rule reminder. Asking what other choices could have been made? A warning of consequences that could follow

3. A second warning that poor choices are continuing to be made – reinforcement of consequences to follow as a result
 4. Movement within the class
 5. Withdrawal of privileges e.g. Golden time, break time etc.
 6. Movement to another class (between Y1-2. Y3-5, Y4-6)
 7. Refer to AHT of relevant key stage
 8. Refer to HT
 9. Individual targeted behaviour programme and/or home-school diary
 10. Advice sought from external agencies
- Communication with parents will be sought at an appropriate point- at the discretion of the class teacher/ SLT involved

*all of the above actions will be used consistently across the school but will be taken at the discretion of the class teacher, who will use their professional judgement regarding actions to take at the most appropriate time.

Severe clause

The 'severe clause' covers two possible scenarios:

- 1. Serious flashpoint' incidents of misbehaviour** such as fighting, vandalism / destroying property, defying a teacher / refusing, physical/verbal abuse of child/teacher. In these cases, the teacher uses her/his professional judgement to decide whether the Assistant Head or Headteacher should be asked to intervene immediately.

Communication with parents/ carers is vital at this point. During this communication appropriate consequences will be discussed and agreed. In addition, the discussion will explore possible reasons for the poor choices made and support as required will be sought from within school or appropriate outside agencies.

A possible consequence is exclusion (fixed-term or permanent). Decisions related to exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfES Guidance on Pupil Exclusions.

- 2. Persistent disruptive behaviour** that has a negative effect on teaching and learning. In these cases the Head, Assistant Head or other senior teacher will become involved at an earlier stage.

Incident logs

Each class has a log-book. These books are used to make a written record of a variety of incidents which may include any incidents/ complaints/ concerns regarding behavior.

The log is dated, indicates people involved, relevant information and action taken. Incidents of proven bullying and racism incidents are reported to the Headteacher or Assistant Headteachers.

Agreed by SLT and teaching staff: May 2015 – reviewed annually

