

Promoting Positive Behaviour Policy

Policy Data Sheet

Policy Name:	Promoting Positive Behaviour Policy
Document Reference:	BLSch050
Version Number:	1
Ratified By Principal:	September 2019
Chair of Governing Body Ratified Date:	
Board approval needed?	
Board Ratified Date:	
Review Period:	1 Year
Review Date:	September 2020

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To be reviewed: Sept 2020

1. Introduction

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel safe, valued and motivated to achieve. At Longsight Community Primary we create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by all staff, pupils and parents.

2. Aims and expectations

The aim of this policy is to outline the schools' expectations of behaviour and the systems used to ensure everything is done to promote and develop good behaviour.

The school promotes respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy. We have set expectations for all staff and pupils at Longsight Community Primary School.

The school expects every member of the school community to behave in a considerate way towards others.

Our School Values



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3. Expectations

What Children Expect from Staff

The Principal

- Will set the standard through a clear implementation of the vision, ethos and values of Longsight Community Primary.
- Will implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.
- Will ensure the health, safety and welfare of all the children and staff in the school.
- Will keep records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed term exclusions to individual children for serious incidents. For repeated or very serious inappropriate behaviour, the Principal may permanently exclude a child. Permanent exclusion only taken after the school governors have been notified.

The Staff

- Every adult that children encounter at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.
- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

What Adults in school Expect of Children

- To treat everyone within the community with respect and consider their rights, both as learners, teachers, adults and children.
- To be polite, be co operative, show a positive attitude to learning and always try their best.
- To accept support when needed, for making the right choices and understand that adults in the school are looking for the best interests and rights of all the children
- To attend everyday, arrive on time and enter the school ready to learn.
- To participate and play an active role within the school.

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What the School Expects of Parents

- To support the school in its behaviour policy
- To talk to their children about schools expectations of learning and behaviour.
- To give specific praise when their children do well at school and share with us any achievements outside school
- Take part in opportunities to celebrate success, such as assemblies, workshops and trips.
- To work with school if there are any concerns about their child's behaviour in school, working together we can quickly make a difference.
- To encourage children to discuss problems and accept help when needed
- To attend parent's evenings and any other meeting with school that will help your child.
- To tell school of any concerns, including medical concerns or issues which may affect your child's learning or behaviour
- To ensure that your child attend school regularly and on time.
- To support wider policies that can impact on behaviour such as, sending children into school in school uniform, supporting homework being completed and encouraging reading everyday.

Role of the Governors

The governing body has the responsibility of setting the guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour. The governors should follow the normal grievance procedures in cases of a complaint.

4. Behaviour for Learning

In order to improve the quality of learning and teaching and to create a safe and happy environment for all students, staff and any other person associated with the school we have identified the following aims:

- All members of the school community have a right to feel safe.
- Teachers have a right to teach.
- Students have a right to learn

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Objectives of Behaviour for Learning

- To support the quality of learning.
- To reward students for good behaviour.
- To ensure a consistent approach to discipline throughout the school, which is clearly understood by staff, students and parents.
- To help students learn that their behaviour has consequences.
- To teach students how to behave appropriately, both in and outside school.
- To reduce behaviour that has a negative effect on learning.
- To develop personal responsibility for acceptable behaviour.

5. Support children with Special Education Needs or Disabilities

Some of our children in school may have additional needs where their behaviour is affected by difficulties communications, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside the expectation for the majority of the children within the school

Additional support for inappropriate behaviour as a result of additional needs is put in place through an Individual Education plan (IEP) or an IBIP (Individual Behaviour Improvement Plan)

The IEP/IBIP

- Will include support that may have been identified by the class teacher, Special Needs Coordinator (SENCo) or another agency eg Educational Psychologist.
- This may include a therapeutic intervention to help them
 - become more confident
 - have increased ability to work with others
 - have a quiet time to help them to remain calm
- may have some adult support identified at key times of the day in order for them to succeed
- will be tailored to an individual's needs and reviewed at regular intervals to make sure they are making progress
- can last for a year or even longer.

However this does not mean that the child is unable to follow most of the school's behaviour policy. They will be expected to try their best, but individual needs will be taken into account whilst also considering the need of all the children in our school.

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6. Rewards.

We reward children in a variety of ways, throughout the day and at planned times during the week, term and year. We use verbal praise frequently and consistently to acknowledge children's efforts and achievements. We also use a range of rewards: stickers, raffle ticket, postcards home, special certificates, assemblies and trophies . We believe that rewards are a vital part of building up a child's self esteem as well as celebrating individual and group achievement.

Achievement	Rewards	Staff
Positive behaviour for learning	<ul style="list-style-type: none">• Stickers• Rewards postcards sent home• WOW wall• Principal's stickers	Class teacher
On the sun everyday	<ul style="list-style-type: none">• Recorded for Golden Time, In the draw for a Star Pencil during Rewards assembly.	Class Teacher and the Principal
Gold Star of the Week	<ul style="list-style-type: none">• Certificate in Friday's assembly	Class Teacher Mrs Ahmed
	<ul style="list-style-type: none">• Invite to Principal's Tea Party	Class Teacher Mrs Ahmed

7. Consequences

The approach that is taken encourages children to understand that their behaviour and actions always impact upon others and, as a result, will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive behaviour. Many of our children require visual reminders to support behaviour for learning.

Time to discuss issues with children is important and may take place during 'circle time' and PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Staff are right to challenge inappropriate behaviour, however, it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils is always unacceptable. Applying a sanction to whole groups for individual acts should be avoided. Sanctions may be put in place to deal with incidents and will include a variety of actions. Normally a straight

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challenge is sufficient, but other sanctions may include:

- Warnings given and children's photos moved between the rainbow and the thundercloud.
- Removal from the lesson to another classroom for timeout.
- Referral to Phase Leader/ Deputy Principal/Principal
- Class teacher/ Phase Leader. Deputy Principal /Principal may ask to see a child's parents

- Observations of the child in the classroom and around the school recording observation on a Behaviour Support Chart.
- Letters of apology
- Meeting with Parents
- Implementation of an Individual Behaviour Improvement Plan
- Internal exclusion for a set period
- Meeting with the Governing Body Panel
- Ultimately fixed or permanent exclusion.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate them as possible contributory factors.

Where it is felt necessary, support and advice from the Educational Psychologist may be called upon.

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