

TANNERS WOOD JMI SCHOOL



POSITIVE BEHAVIOUR POLICY

Adopted by Governing Body:	Date: March 2017	Review Date March 2018
Signed by:	Chair of Governors <i>Mrs A Huggett</i> <i>Mr P Fuller</i>	Headteacher <i>Mrs P Qureshi</i>

Tanners Wood School- Positive Behaviour Policy

“Everyone has the right to be safe, be respected and to learn”

Introduction

Positive behaviour and discipline are essential if pupils are to learn and teachers are to teach effectively. We have high expectations of behaviour and will not accept less. All pupils and parents are made aware of what standard we expect via the Home School Agreement and this is understood by parents on accepting a place for their child. Our Behaviour Policy reflects the aims of the school and outlines the agreed ways in which all members of the school community will contribute to a positive learning environment. As a school we have adopted and been trained on the Hertfordshire preferred approach to managing behaviour, STEPs. This is a therapeutic approach to managing behaviour.

Our Behaviour Policy is based on our school rules and these are:

Everyone has the right to be respected
Everyone has the right to be safe
Everyone has the right to learn

These are displayed prominently in all classrooms and in shared areas.

The aims of our policy

- To promote a positive ethos and climate in the school in which children value their learning.
- To define acceptable standards and principles of positive behaviour.
- To work together to produce an environment in which children and adults feel safe, secure, valued and respected.
- To work together in partnership with parents in encouraging and reinforcing good behaviour and to ensure that the school's expectations and strategies are widely known and understood.
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.

Our objectives

For children to develop;

- responsibility for their learning and their environment
- self-confidence and self-control
- sensitivity, consideration and tolerance for others
- pride in themselves and their school
- an enthusiasm for school life
- a sense of fairness and an understanding of the need for rules
- respect of others' way of life and different opinions
- positive attitudes about all people
- polite and appreciative behaviour
- an understanding of how to deal with incidents, resolve any disagreements with understanding and tolerance.

Expectations of staff to promote positive behaviour;

- ensure routines, rules, rewards and consequences conform to school policy and treat each child fairly
- set up classroom routines at the beginning of the school year, establishing an agreed working environment
- communicate clear and high expectations and enforce the school rules to ensure the class behaves in a responsible manner
- be consistent, e.g. follow up what has happened at playtime/lunchtime, ensure pupils understand expectations for the amount of work that must be completed
- act as role models

- be aware of individual needs
- provide a differentiated curriculum and a stimulating environment in which pupils are challenged
- develop pupils' self-esteem in a supportive and positive manner
- follow up disruptive and unacceptable behaviour promptly
- minimise confrontation e.g. use a calm, quiet voice when speaking to pupils
- emphasise that behaviour is a choice
- involve parents and senior staff and seek guidance and support at an early stage if necessary.

The Role of Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We share the Home School Agreement with all parents at induction meetings to the school.

We expect parents to:

- demonstrate positive support for the school's Positive Behaviour Policy
- support their child's learning, and co-operate with the school, as set out in the Home School Agreement
- build a supportive dialogue between the home and the school. We will inform parents if we have concerns about their child's welfare or behaviour and we expect parents to do the same
- give their full support if their child's behaviour is giving us cause for concern so that we can work in partnership to help the child.

Rewards

We will always endeavour to focus on positive behaviour. We will praise and reward children for positive behaviour in a variety of ways and our Behaviour Ladder provides a framework by which all staff can reward children accordingly. At all times we encourage and promote the belief that positive behaviour and successes within school life are intrinsic rewards. Members of staff and the school community verbally congratulate and acknowledge positive behaviour through the following ways:

Responsibility

Children are given responsibilities within the school and or class for example Play-leaders, House Captains, Head Boy/Girl, Monitors and Class Monitors.

Merits

Children collect individual merits for behaviour, learning or effort. These are collected in their books or any forms of learning and are displayed on a whole class chart (represented as gold stars). Once children collect:

- 10 merits they receive a Bronze Certificate
- 20 merits they receive a Silver Certificate
- 30 merits they receive a Gold Certificate
- 40 merits they receive a Platinum Certificate

The certificates are given out in assembly and are shared in the school newsletter at the end of the half term. Children take home a merit slips to share with their parents.

Golden Time

All children have Golden Time each week for 20 minutes if they have earned it.

Stickers and Certificates

Teachers may also give out stickers and certificates for exceptional work or achievements within the class and these will be appropriate to the age group.

Head Teacher Awards

Teachers may send children to see the HT for any positive learning or behaviour and the HT will give out a special sticker/a message will be sent home.

Team Working

Each class has a system of awarding table points to promote team working skills. In addition, children work towards a Marble Jar treat, no more than three times a year. This treat will be decided with the class teacher for example; learning a new skill, a short visit in the local area, games session. This will last for a maximum of an hour.

House Points

These will be awarded for House events such as sports day and any other events where children are split into their Houses.

Head Teacher's Tea Party

Every half term class teachers will select two pupils from their class who have behaved consistently well and they are invited to a special tea party (Foundation Stage & Key Stage 1 and Key Stage 2 groups) with the HT/DHT. These pupils will be awarded with a special certificate.

Tanners Environment Award

Each week the caretaking team selects one class to receive the Environment Award. This is for the tidiest classroom and cloakroom area and for the class who helps look after the environment- saving energy, recycling etc. The winning class is awarded an extra 5 minutes of free/playtime the following week.

Attendance Cup

Each week in assembly the class with the highest attendance and punctuality will receive the cup. The winning class will be acknowledged in assembly.

Tanners Wood Behaviour Ladder

	Class time	Lunchtime
Level 5	Head /Deputy Teacher Award-sticker and message home	Head /Deputy Teacher Award-sticker and message home
Level 4	Celebration - child shares their good news/learning with the Key Stage Leader	Celebration - child shares their good news/learning with the Key Stage Leader
Level 3	Merit	Positive behaviour slip – teacher to decide if a merit is awarded
Level 2	Verbal praise - name on happy face	Verbal praise - shared with teacher
Level 1	Verbal praise	Verbal praise
Rewards		
	<ul style="list-style-type: none"> • Everyone has the right to be respected • Everyone has the right to be safe • Everyone has the right to learn 	
Consequences		
Level 1	Verbal reminder	Verbal reminder
Level 2	Verbal and written warning - name displayed on sad face	Verbal and recorded warning Lunch time behaviour slip completed and passed to the class teacher
Level 3	Time out in the class Miss 5 minutes of Golden Time- reflection sheet (completed during Golden Time)	Time out - in the playground Teacher will inform parents
Level 4	Sent to Key Stage Leader Miss 10 minutes of Golden Time- reflection sheet (completed during Golden Time) Parents informed	Sent to Key Stage Leader Miss part of lunchtime/ playtime the next day Reflection sheet completed. Parents informed
Level 5	Sent to the Head / Deputy Head Teacher Parents informed	Sent to the Head / Deputy Head Teacher Parents informed

Consequences

There are occasions when a child's behaviour during the school day is unacceptable.

Unacceptable behaviour *may* include:

- Name calling and other verbal insults or hurtful language
- Racist, sexist and homophobic remarks
- Unpleasant comments regarding another child or adult's physical appearance
- Physically hurting another child or adult
- Bullying
- Spitting
- Swearing
- Blackmail
- Disobedience
- Answering back to adults or refusing to do as asked
- Rudeness to adults or children
- Disrupting others when they are trying to work
- Lack of respect for others
- Destructive behaviour

Unacceptable behaviour may involve an isolated incident or a pattern of behaviour over a period of time.

Members of staff deal with the majority of incidents that occur in school. They have a good knowledge of the children which helps them deal successfully with these incidents as they arise following the behaviour ladder. More serious incidents may be referred to senior staff, the Deputy Head or Head Teacher. The member of staff dealing with the incident will decide what course of action to take in accordance with the detail and spirit of this policy and other related policies.

If a child exhibits unacceptable behaviour, it is essential that they understand that it is the behaviour that is unacceptable and not the child as a person.

The school employs a number of consequences in line with our Behaviour Policy to ensure a safe and positive learning environment is maintained for all children. We employ a consequence appropriate to each individual situation and according to the severity of the behaviour, always taking into account the needs of individual child. We explain this to the children as 'Levels' on our Behaviour Ladder. *Incidents of racism, sexism, homophobia, bullying, swearing and fighting are always unacceptable and are dealt with immediately. Incidents are reported to the Head Teacher are recorded and parents will be informed.*

Special Educational Needs and Disabilities (SEND)

We recognise that some children have additional needs in terms of managing their emotions and feelings, and that this can result in them needing additional support in order to manage their behaviour. Some children also have medical conditions that may impact on their ability to manage their behaviour without additional support. The school will do all it can to support all children. Children whose behaviour is consistently unacceptable may need to be on the SEND register following discussions with parents. All children on the SEND register have individual targets for improvement. Some children may need support from outside agencies such as Chessbrook or an Educational Psychologist. Parents would be advised before external agency support was consulted.

Bullying and Harassment

At Tanners Wood School we do not tolerate bullying of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate these behaviours, we do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying or racism are reported to the Head Teacher and recorded which is kept in the Head Teacher's office. Parents are informed of any bullying or racist incidents that occur involving their children. (For further guidance see the school's 'Anti-Bullying' Policy).

Physical Intervention

All members of staff are aware of the guidance regarding the use of force by teachers, as set out non-statutory guidance *Use of reasonable force: Advice for headteachers, staff and governing bodies* (July 2013). Staff only intervene physically to restrain children to prevent a child from committing a criminal offence, to prevent a child from injuring self or others, to prevent or stop a child from causing serious damage to property and to stop a child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school. The school follows local authority guidance on the use of force to restrain pupils. All incidents where a child is physically restrained are recorded.

Monitoring

The Head Teacher and Senior Leaders monitor the effectiveness of this policy and report the impact of it to the Governing Body. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Teachers keep a behaviour log for incidents dealt with by them and these are passed on to the next teacher. The Head Teacher/Deputy Head Teacher keeps a behaviour log to record all incidents that are referred to them. The log is monitored regularly to establish any patterns or trends of poor behaviour. The Governing Body monitors this log (names of individual pupils are not shared) so that they have an understanding of behaviour and patterns of behaviour across the school.