



# Positive Behaviour Policy

Reviewed January 2016  
Presented to BOG January 2016

## **Teaching and Learning**

### **In Abbots Cross Primary School, we believe that:**

Learning takes place best when a variety of approaches are evident. Pupils' learning should be, at varying times, explorative, structured, and differentiated. Thinking skills and investigations are to be encouraged.

Learning is promoted by forms of assessment which identify what has been achieved and where progress can be further made; assessment should serve to inform and encourage learners and teachers.

As practitioners, we intend to use active and varied teaching strategies and approaches. We wish to see challenge in our pupils' learning and aim to minimise levels of teacher directed learning. Pupils learning should be active and meaningful, reflecting a 'have a go' culture, encouraging all to take increasing responsibility for learning.

As practitioners, we aim to provide a broad and balanced curriculum, with a focus on literacy and numeracy skills.

We aim to provide our pupils with a wide range of experiences, ensuring continuity and progression of learning through planning and review. It is our vision that our pupils will learn in a secure, positive environment, in which the confidence to make and learn from mistakes is promoted, helping to encourage active learning.

Planning and review is central to promoting learning. We believe that colleagues should plan and share good practice together. Pupils should be clear of the intention for any lesson/topic. Planning must be flexible enough to allow for exploring/investigative work by pupils to take its own direction.

### **The Learning Environment:**

We believe that we value pupils by displaying their work. Displays will be relevant, changed regularly and be used as a stimulus for further learning or revision. Display will reflect current curricular priorities as well as celebrate children's achievements.

### **Teaching Styles:**

As practitioners, we recognised the value of employing a range of styles, ranging from whole class to group, paired and individual teaching. We will promote active learning and use a wide range of resources to achieve this. We recognise the value of using classroom assistants in the learning process. We also acknowledge that pupils each have different learning preferences.

### **Feedback:**

We will encourage pupils to improve their work through positive comments, stickers and charts to recognise achievement. Strategies such as '2 stars and a wish' will be

employed. Pupils work will always be marked promptly with a clear focus for improvement.

**Social and Emotional Development:**

Teachers will integrate PDMU into the everyday life and curriculum of the school. We expect to create pupils who feel valued, happy, enthusiastic and motivated. Pupils' efforts will be celebrated. Mutual respect will be encouraged and modelled.

**Bullying:**

**Refer to Anti-Bullying Section**

**Behaviour/Citizenship:**

All staff will model co-operative and mannerly behaviour – a whole school approach is required. There are expectations of polite behaviour and good manners – e.g. movement around the school, greeting visitors, agreement on and display of class rules.

Pupils will be encouraged to respect the environment and understand that everyone has a duty to contribute to meeting the needs of others in the community and wider world.

In school children are encouraged to work together, share, take turns and value the contribution of others.

**General Values:**

In Abbots Cross, we seek to develop the whole child, with a wide range of extra-curricular activities provided through Extended Schools.

All members of the school community are of value and have opinions worthy of being listened to. Each member of the school community deserves to enjoy a sense of belonging and acceptance.

**Parents:**

We welcome all opportunities to build relationships with parents. We achieve this by means of informal contact, interviews, reports, school events and the use of parent helpers. Parents will be consulted on safe guarding policies in line with the school development plan.

**Governors:**

Governors will regularly review the safe guarding policy if satisfied with the arrangements and ethos the chair will sign off the policies. This will be recorded in the BOG minutes.

### **Promoting Positive Behaviour**

This policy is inclusive of all pupils, regardless of ethnicity, nationality or religion. All pupils are awarded the same rights and treated equally in Abbots Cross Primary School.

At Abbots Cross, we recognise that each part of our school community has both rights and responsibilities.

#### **All Pupils have a right to:**

- Be valued as members of the school community
- Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns
- Make mistakes, and learn from them
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- Be taught in a pleasant, well-managed and safe environment
- Work and play within clearly defined and fairly administered codes of conduct
- Experience a broad, balanced and suitably differentiated curriculum
- Develop and extend their interests, talents and abilities

#### **All Pupils have a responsibility to:**

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead
- Respect the views, rights and property of others, and behave safely in and out of class
- Co-operate in class with the teacher and their peers
- Work as hard as they can in class
- Conform to the conventions of good behaviour and abide by school rules
- Seek help if they do not understand or are in difficulties
- Accept ownership for their own behaviour and learning, and to develop the skill of working independently
- Understand that behaviour has consequences

#### **Teachers have a right to:**

- Work in an environment where common courtesies and social conventions are respected
- Express their views and to contribute to policies which they are required to reflect in their work
- A suitable career structure and opportunities for personal professional development
- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources

**Teachers have a responsibility to:**

- Behave in a professional manner at all times
- Ensure that lessons are well-prepared, making use of available resources, and the homework is appropriately set and constructively marked
- Show interest and enthusiasm in the work in hand and in their views
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- Identify and seek to meet pupil's special educational needs through the SEN Code of Practice
- Share with the parents any concerns they have about their child's progress or development
- Expect high standards and acknowledge effort and achievement
- Pursue opportunities for personal and professional development

**Non-Teaching staff have a right to:**

- Work in an environment where common courtesies and social conventions are respected
- Express their views and to contribute to policies which they are required to reflect in their work, where appropriate
- Have opportunities for personal professional development
- Receive support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources

**Non-Teaching staff have a responsibility to:**

- Behave in a professional manner at all times
- Show interest and enthusiasm in the work in hand
- Be sympathetic, approachable and alert to pupils needs, as appropriate and to report any concerns to the principal or class teacher
- Expect high standards and acknowledge effort and achievement
- Pursue opportunities for personal and professional development

**Parents have a right to:**

- A safe, well-managed and stimulating environment for their child's education
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- Be well informed about their child's progress
- Be well informed about school rules and procedures
- A broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education
- A suitably resourced school with adequate and well-maintained accommodation

**Parents have a responsibility to:**

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead
- Be aware of the school rules and procedures, and encourage their child to abide by them
- Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home
- Act as positive role models for their child in their relationship with the school
- Attend planned meetings with teachers and support school functions

## **Statement of Principles**

The Positive Behaviour Policy is based on the following principles:

- The whole school community, including, pupils, parents, Governors, teachers, assistants, clerical and building supervision staff should all show respect for one another.
- Desirable and improved behaviour should be rewarded and sanctions applied appropriately and consistently for unacceptable behaviour.
- Appropriate action should be taken to reduce the risk of poor behaviour occurring.
- Where behaviour appears to deteriorate through events such as difficult home circumstances, the school will endeavour to identify and support pupils as appropriate.
- All members of the school community are entitled to learn and work in a safe and secure environment, in which all should be listened to and responded to.
- All adults associated with the school should model positive behaviour and promote it as an integral part of our pupils' social, emotional and behavioural development.
- All members of the school community, in building trust and respect, will be considerate of the learning needs of each individual pupil and seek to achieve the best possible experiences and outcomes for them.

**Our aim is**

“To provide a secure, caring and stimulating environment, in which every member of the school community feels valued and is encouraged to reach his / her full potential.”

**In our school we shall be**

“Learning together, achieving together.”

**Our School Rules**

All members of the school community will respect the rights and property of others and will be courteous to one another.

We will be positive in all aspects of our work, seeking to learn and achieve together.

This common school rule will be reflected in classrooms in an individual manner, as pupils contribute to and develop class rules.

**Our School Rules – Pupils’ Version**

- We will be polite, friendly and look after each other in the classroom and playground.
- We will look after our school and our property.
- We will always do our best in school.
- We will be mannerly, truthful and respectful.
- We will listen to the teacher and to each other taking turns to talk.
- We walk when we are in school and handle all equipment with care.
- We line up and walk quietly into school.
- We use the toilets properly.

**The school will seek to recognise and encourage the following positive behaviours:**

- Politeness and Consideration
- Trying your best
- Contributing to a lesson
- Seeking assistance
- Playing in a thoughtful manner
- Respecting the right of others to learn and contribute
- Participating in wider aspects of school life
- Pride in appearance
- Effort made in homework
- Initiatives, such as independent research.
- Celebrating success including the success of others
- Regular attendance
- Punctuality



**The Strategies below will be used to promote positive behaviour**

- Modelled behaviour from all staff
- Highlighting positive behaviour
- Praise and Encouragement
- Visits to other classes and to the Vice Principal/Principal
- Recognition of Achievement (in and out of school)
- Individual and Group reward systems
- Head Teacher's Award
- Star Pupil Achievement Award
- Positive Marking
- Communication with Parents
- Display of Pupils' Work
- Additional Responsibilities and Privileges
- The Promotion of Playground Pals
- Regular communication between Supervisory Assistants/Teachers/Playground Pals co-ordinator/Principal
- Discussion/Explanation about what is wrong with a behaviour and what is expected
- Report card or diary for improvement

**Behaviours which are barriers to learning and the well-being of the school community will be discouraged. Such behaviours will be treated proportionately and in context. They may include:**

- Talking out of turn
- Hindering other children
- Disregard for codes of appearance
- Misuse of property
- Being bad mannered
- Disregard for safety when moving around the school
- Harmful forms of play/toy fights
- A deliberate lack of interest in learning activities
- Failure to produce homework, without good cause

**The following behaviours are considered as highly serious:**

- Stealing
- Possessing any tool/instrument which could cause harm
- Using any tool/instrument which could cause harm
- Showing physical or verbal aggression,
- Organising or starting a fight
- Threatening another pupil
- Use of bad language
- Inappropriate "physical" behaviour
- Leaving the school without permission
- Any form of bullying, physical or emotional

Most behavioural issues will be managed by the class teacher within the class setting. More serious issues should be referred to the Vice Principal and Principal as appropriate.

The principal must always be informed of any issues, which in the teachers' judgement, is of a highly serious nature.

The following range of sanctions/strategies will be employed to show disapproval for undesirable behaviour, staff being mindful of creating opportunities for pupils to improve.

1. A reminder of appropriate behaviour
2. Individual classroom strategies eg traffic light system
3. Time Out
4. Conversation with Principal
5. Loss of play time – detention
6. Report card
7. Withdrawal from an extra-curricular activity

#### **Reasons for Detention**

- Persistent rule breaking in class
- Immediate detention may be given at lunch time for bad language, fighting, being disrespectful to adults
- Reason for detention to be recorded
- 3 detentions/month will result in a Report card being issued
- 3 Report cards will result in 3 After School Detentions

#### **Keeping parents informed about persistent inappropriate behaviour:**

- Initial discussion with parent/teacher
- Discussion with Principal/parent
- Discussion with Principal/parent to be informed about Report card

Serious misbehaviour could also lead to the possibility of suspension, after taking all the circumstances into consideration.

With regard to persistent unacceptable behaviour in the playground at lunchtime the school may require the parent to take the child home at lunchtimes, for a specified period of time.

### **Attendance and Punctuality**

- Attendance and punctuality both impact heavily on disposition to school and appropriate progress.
- Parents have a legal responsibility to ensure the attendance of their children at school. All absences/ lateness require a letter of explanation / telephone call to school.
- The registration period at school ends at 9.30am. Arrivals after that will be recorded as 'U' on attendance sheets. 'U' means arrival after close of registration and impacts negatively on a pupils' recorded absence rate. Pupils arriving between 9 – 9.30am will be recorded as "L
- Poor attendance / punctuality may be indicators of wider issues of concern.
- The school will examine attendance records at the end of each month.
- The School Council rewards class with the highest attendance each month
- Attendance below 85%, without obvious cause, will trigger an initial advisory letter from the Principal.
- Subsequent failure to improve attendance, by the end of the next calendar month (holiday periods excepted), will initiate a referral to Education Welfare Service and the parent(s) informed.
- Staff will be mindful of absence patterns, and report concerns to the Principal for review and if necessary, investigation.