



# Positive Behaviour Policy

Ratified by SSB on: 6.3.2023

Review Period: Annually

Next Review Due: March 2024

*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out*

## POSITIVE BEHAVIOUR POLICY

### Rationale

Parley First School is an inclusive school that meets the needs of a range of children-this includes those with complex family backgrounds as well as those with a range of special needs. At Parley, we aim to be a school where children can feel safe as well as learn, be confident and happy. Some children need help to manage and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour. At Parley we have based our policy on an overwhelmingly positive approach towards managing behaviour. The policy is based on incentives, golden time and clear expectations, when required sanctions will be enforced (see Appendix 1 – Rewards and sanctions). The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

### Aims

Our school aims to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum
- Promote good relationships with others in school and the community
- Help each individual to discover and develop new skills.
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
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At Parley our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

#### **The Head teacher will:**

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies

#### **Staff will:**

- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using Steps approach and PSHE

- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure on MyConcern

#### **Children will:**

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively

At Parley we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus. All children should be taken through the Step up process to ensure all children understand the harm that has been caused to all parties.

#### **The Governing Body will:**

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

#### **Key Points**

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The authority to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, teaching assistants, lunchtime supervisors and office staff.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.

(Taken from the DFE guidance – behaviour and discipline)

### **Pupils conduct outside the school gates**

What the law allows:

At Parley First School we have high expectations of the children’s behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances ‘ to such an extent as reasonable’.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

### **Use of reasonable force**

The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. If a member of staff has to physically hold a child the *care and control policy* will be adhered to.

### **Malicious Allegations**

At Parley First School allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated

confidential and every effort will be maintained to guard off any publicity while the allegation is investigated. Suspension would not be an automatic response to an allegation.

### **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to inform parents. The class teacher will have the initial responsibility for this, alongside the Senior Leadership Team. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the SLT and SENDCO so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. The SLT and Pastoral Support Team will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will signpost parents to additional support where this is needed.

The Head teacher will share positive stories about best and improving behaviours. He will work in an open and honest way with parents in order to achieve the aims of this policy

### **School Ethos**

Positive behaviour is consistently reinforced. The school teaches a PSHE curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

### **School Rules/Expectations**

The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

### **SEND**

We recognise that some children have specific behaviour needs linked to a Special Educational Need. When necessary pupils will be supported by the class teacher and Teaching Assistant in addition to advice sought from external agencies. Pupils on the SEND Register may require reward and sanction systems which differ from those of pupils not on the register

### **Lunch Time Supervision**

Procedures for lunchtime are carefully recorded to provide a consistent and stable structure for all staff and children. (See Midday Supervisors Handbook). Procedures and the Lunchtime Charter are attached to the lunchtime notice board in the hall. Should a matter arise that a Lunch Time Supervisor needs support with, the pupil will be escorted to the Time Out room, where teachers will decide the necessary course of action e.g. taken to SLT including the Head teacher

Year Four Sports Leaders help to support positive behaviour at playtimes

### **Incentives**

We have "whole school" incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are:-

- MarvellousMe; Children will be given a MarvellousMe for positive learning and social behaviour. This will automatically be shared with parents and the wider family.
- Marbles in a jar - Children earn marbles for their class which can be earned throughout the whole school day. They can earn marbles for:
  - Good behaviour
  - Following school rules
  - Being polite
  - Helpful
  - Kind to others
  - Changing their behaviour
  - Supporting others in their team

These marbles would usually be given singularly, with a maximum of 5 marbles for one occasion.

All staff in school can give marbles. These are displayed in each class as an incentive for good behaviour. They are then collected and counted up at the end of each week and announced in assembly and being offered Golden Time on a Friday afternoon as a reward.

Children are encouraged to compete against the other classes to raise their total.

## Appendix A: Behaviours and Sanctions

Behaviour	Sanction
<p><b>Step 1 Anti Social Behaviour</b> Child day dreaming, looking around, talking ( non-disruptive)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out</p>	<p><b>Non Verbal</b> A look, standing near the child, reminder of class rules, praise children nearby</p> <p><b>Verbal Request</b> 'Name' you're (<b>describe action</b>) please can you (desired <b>behaviour</b>). Praise a child with desired behaviour.</p>
<p><b>Step 2 Offence</b> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions</p>	<p><b>Verbal Warning</b> 'Name' you have continued to (<b>describe action</b>) you now have to move your name on the classroom display. If you choose to describe (desired behaviour) you can move back up.</p>
<p><b>Step 3 Offence</b> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions Disruption to learning</p>	<p><b>Time out in class</b> 'Name' you have continued to (<b>action</b>), you now need to think about making the right choice (<b>desired behaviour</b>) in time out. Praise another child with desired behaviour.</p> <ul style="list-style-type: none"> <li>- Own table away from others – still on middle emoji</li> </ul>
<p><b>Step 4 Offence</b> Swearing directly at an adult, refusal to come in from playtime/lunchtime. Leaving the classroom</p>	<p><b>Sent to phase leaders</b> 'Name' you need to go to time out with phase leader for <b>action</b>. Then you need to (<b>Desired behaviour</b>). If you continue to do <b>action</b> then you will.....</p> <p>Move to red emoji</p> <ul style="list-style-type: none"> <li>- Phase leaders to track the number of time outs a child has each half term. On the second time out the phase leader will call parents</li> </ul>
<p><b>Step 5 Offence</b> Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture,</p>	<p><b>Sent to Headteacher</b> Possible sanctions: Time out in isolation for AM/PM Letter and phone call home Meeting with parents/ carers A behaviour record of the child will be made</p>

<p><b>Step 6 Offence</b></p> <p>Physical violence towards staff Leaving the school grounds Climbing on school property</p>	<p><b>Sent to the Head teacher</b></p> <p>The head will then decide possible sanction: Internal exclusion Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers A behaviour record of the child will be made</p>
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