



# Sutton St James Community Primary School



## Positive Behaviour Management Policy

Implementation Date: September 2024

Review Date: September 2026

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<b>Date implemented:</b>	
<b>Date for review:</b>	



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### 1. Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by all members of the school community.
- To encourage the involvement of both home and school in the implementation of this policy.

### 2. Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social, moral and emotional development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### 3. Roles and Responsibilities

The adults encountered by the children at school have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- 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 of 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.
- encourage the children to take responsibility for their actions and behaviours.
- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Support children to develop good behaviour

### **Parental Behaviour**

Parents will speak to, and about, school staff respectfully (verbal and written). Verbal or written abuse of staff will not be tolerated and will be reported to the legal team at Lincolnshire County Council. Parents may be warned about inappropriate or disrespectful behaviour and in extreme cases be banned from the school grounds.

Parents will not approach other people's children without parental permission, to discuss/ address disagreements between children.

### **4. 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 pupils, the active involvement of pupils 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 can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **5. Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

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. Displays should help develop self-esteem through demonstrating the value of every 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.

## **6. Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

See rights and responsibilities which will be clearly displayed in all teaching areas to ensure that all children and adults know them.

## **7. Rewards**

Our emphasis is on rewards to reinforce good behaviour as we believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

### **Individual Rewards**

All children will gain individual rewards for excellent behaviour, work or politeness. The individual reward will differ depending on the age range of the children. Individual rewards include Stickers and Shells.

### **House Shells**

The children are all placed in house teams and can be awarded House Shells for a variety of actions/achievements/behaviour. The points are collected each week

and a running total displayed in Hall during Celebration Assembly. Over a short term, any individual collecting 25/50/100 house shells will receive a certificate at the Final Celebration Assembly. At the end of each year the winning House will receive the House Shell Cup.

### **Celebration of Achievement Assembly**

This assembly will occur on a weekly basis to recognise the achievements of the children at an individual and class level. In this assembly, children may be presented with a certificate for positive behaviour, work, or attitude to work. The class/es with the highest percentage for attendance for the week will be awarded a class certificate. Children with 98% or more attendance for a term will be entered into a draw for the opportunity to choose a prize from the Treasure Chest in the Final Celebration Assembly. At least two children per class will receive a certificate for always showing a positive attitude towards their learning and good behaviour 3 times a year in Final Celebration Assembly. The child showing the most progress in the term per class, in learning, behavior, sports etc, will receive a book token.

### **Individual Class Behaviour System**

Class Teachers will use a visual behaviour system, where necessary, which monitors and encourages children to behave in the appropriate way. Sanctions will follow those defined in this policy.

## **8. Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied.
- it must be made clear what changes in behaviour are required to avoid future sanctions
- group sanctions should be avoided as they breed resentment.
- there should be a clear distinction between minor and major offences.
- it should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

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

In a very small number of cases, individual pupils may continue to use unacceptable behaviour despite a number of sanctions being imposed upon him/her. If this occurs then the Headteacher will request involvement from the Behaviour Support Team. This will usually involve a member of the team visiting the school and observing and/or working on a one to one basis with the pupil. Permission from the pupil's parents will be requested before this intervention.

If a child poses significant risk to themselves or others, they may be moved using positive handling techniques by trained staff (refer to the Positive Handling policy).

### **Progression of Sanctions (1- 6)**

1. Reminder of rights and responsibilities
2. Warning about behaviour and sanctions that may be used
3. Time out (in classroom) to reflect
4. Reflection (KS2 30 minutes at lunchtime, KS1 15 minutes at break or lunch - whichever follows the incident.)
5. Sent to Headteacher
6. Parental Involvement

A green card will be available to each adult in order that they can send for someone if they need a child removing from the classroom due to extreme or dangerous behaviour.

It is essential that all sanctions are seen to be fair, consistent and immediate (following investigation where necessary).

### **9. Playground Behaviour**

Playtime can be the most challenging time for children to manage their own behaviour. The highest expectations are placed upon the children to meet the standards as shown in the Rights and Responsibilities.

We recognise that children's behaviour in the playground is inextricably linked to our behaviour management and PSHE teaching in the classroom. Therefore, we recognise that all staff must work in partnership to raise standards and maintain consistency.

If a child exhibits inappropriate behaviour on the playground they will be sanctioned in accordance with school policy. Class teachers will be informed if persistent behavioural issues arise.

MSAs (Midday Supervisory Assistants) will reward examples of positive behaviour at lunchtimes by presenting children with stickers, putting their name forward for a 'lunchtime certificate' (for good playground behaviour at lunchtime or for good behaviour/manners inside and out at lunchtime) in celebration assembly. Children who receive a lunchtime certificate will sit at the 'Top Table', with a choice of friend, the following week.

## **10. Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the SENDCo or Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **10. Extreme Circumstances**

Some pupils will need a Pastoral Support Plan (PSP) and the support of the parents, additional support services (Behaviour Outreach Support Service (BOSS), Child and Adolescent Mental Health Service (CAMHS), NHS), Lead Behaviour Specialists and teachers to achieve these goals.

Where anti-social, Emotional Based School Avoidance, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist, Working Together Team (WTT) or BOSS may be necessary; this possibility should be discussed with the SENDCO and Head Teacher.

## **11. Conclusion**

The success of the implementation of our policy is seen deeply rooted on the quality of relationships we have in the school between pupil, staff and parents. We recognise that membership of our community confers duties, responsibilities and rights upon all who work together in our school.

By following the guidance set out in this policy we can be consistent in our approach to positive behaviour management and discipline and continue the promotion of all the good qualities we have at Sutton St James Primary School.

## **Appendix to Positive Behaviour Management Policy**

### **Rights and Responsibilities**

#### **My Rights**

- To feel safe
- To learn
- To be happy
- To be spoken to in a nice polite way
- To have my property looked after
- To be told the truth
- To be told sorry
- To be listened to without interruption
- To work in a tidy and interesting classroom
- To be treated the same as everybody else

#### **My Responsibilities**

- To make sure everyone else feels safe
- To make sure everyone else can learn
- To make sure everyone else is happy
- To speak to others in a friendly respectful and polite way
- To look after each other's property
- To tell the truth
- To say sorry when things have gone wrong
- To listen to each other without interrupting
- To keep the classroom clean and tidy
- To treat everyone the same

<b>Actions</b>	<b>Consequences</b>
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Disruptive behaviour in class or refusal to follow instructions.	<ol style="list-style-type: none"> <li>1. Reminder of Rights &amp; Responsibilities</li> <li>2. Reminder of sanctions for poor behaviour</li> <li>3. 'timeout' to reflect mentally</li> <li>4. Lose break to reflect (written)</li> </ol>
Persistent disruption in class or persistent refusal to follow instructions (twice in one week).	<p>As above but also:</p> <ol style="list-style-type: none"> <li>1. Lose lunchtime to reflect (written)</li> <li>2. Referral to Headteacher</li> <li>3. Parents contacted</li> </ol>
Verbal 'abuse' of pupils (first incident) – this includes swearing, physical actions for swearing and implied swearing	Referral to class teacher/mediation with 'victim'/Lose 30 minutes play to reflect (written)
Physical 'abuse' of pupils (first incident)	Referral to class teacher/Mediation with 'victim'/Lose lunch play to reflect (written)
Repeated verbal or physical 'abuse' of pupils, bullying or any form of 'dangerous behaviour' (If considered very serious)	<ol style="list-style-type: none"> <li>1. Referral to Headteacher and letter to parents</li> <li>2. Parents meeting: Headteacher</li> <li>3. Fixed term exclusion</li> </ol>
Verbal 'abuse' of staff	<ol style="list-style-type: none"> <li>1. Referral to Headteacher</li> <li>2. Parents meeting: Headteacher</li> <li>3. Fixed term exclusion</li> </ol>
Physical 'abuse' of staff	<ol style="list-style-type: none"> <li>1. Referral to Headteacher</li> <li>2. Parents meeting: Headteacher</li> <li>3. Fixed term exclusion</li> </ol>
Stealing or damage to property (first incident)	<ol style="list-style-type: none"> <li>1. Referral to Headteacher</li> <li>2. Lose all lunch play: Headteacher</li> </ol>
Repeated stealing, damage to property or bringing a weapon into school	<ol style="list-style-type: none"> <li>1. Referral to Headteacher</li> <li>2. Parents meeting</li> <li>3. Fixed term exclusion</li> </ol>