

LORD DERAMORE'S VC PRIMARY SCHOOL

Positive Behaviour Policy

Rationale

Good pupil behaviour is essential for effective teaching and learning.

An effective framework for promoting good pupil behaviour enhances the self-esteem of everyone in school. Providing a safe and happy place to learn is essential to school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of our school community.

Aims

At Lord Deramore's Primary School, the aim of the behaviour policy is to ensure that pupils learn in a supportive, caring and safe environment which promotes high expectations of behaviour at all times.

This policy aims:

- To maintain good behaviour throughout the school
- To create a safe, happy and productive working atmosphere
- To raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment
- To work in partnership with parents to promote and value good pupil behaviour
- To support children with behavioural difficulties
- To promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being

Guidelines

At the start of the school year each teacher working with their pupils establishes rules for the class based on the following themes:

- Follow directions
- Listen to and respect the needs of others
- Be kind and helpful
- Take care of our school
- Do your best

At playtimes and lunchtimes the above themes are endorsed and supported by the staff.

Praise and rewards are used to give positive recognition and encouragement to children who behave well:

- Oral praise
- Stickers, class star charts, certificates
- Weekly 'School Sunshine' assembly
- A note in the pupil's planner

At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children.

Sanctions have a number of purposes:

- to impress on the perpetrator that what he/she has done is unacceptable
- to deter him/her from repeating that behaviour
- to signal to other pupils that the behaviour is unacceptable and result in consequences.

Consequences and sanctions are used when children challenge the rules. See sheets below for classroom and playtime/lunchtime consequences.

If an incident is considered serious enough, the Head teacher or Phase Leader will be involved immediately. Parents will be informed by telephone (and letter if felt necessary) if their child has displayed challenging behaviour or if the child's name has repeatedly appeared in the Behaviour Book. At this point, a strategy for improvement will be devised with the child, parent and teacher. Individual needs will be met.

Restorative approaches are also used to support our behaviour and anti-bullying policies. This means that the pupil causing harm is held to account for their behaviour, enabling them to accept responsibility for the harm caused to others and recognise the need to take action to begin to repair the harm caused.

In order to maintain good standards of behaviour:

- We provide opportunities for pupils to learn to value others and develop positive self-esteem (see Anti-bullying Policy, Safeguarding Policy, SEN and Inclusion Policy, PSCH Policy and SEAL programme, RE Policy, Equal Opportunities Policy, Disability Equality Scheme and Teaching and Learning Policy).
- We talk to parents about the importance of good pupil behaviour at new parents meetings, induction visits to school and Residential Visit parent/carer meeting.
- Parents are asked to sign the Home/School Agreement in the autumn term of the school year. The Home/School Agreement sets out the joint commitment of parents, teachers and children on how we can all work together to positively reinforce good behaviour and the impact it can have on our school.
- Parents are encouraged to attend class assemblies and regular school events when good behaviour is celebrated.
- We contact parents of pupils whose behaviour is causing concern either by the pupil planner or speaking to them personally or by telephone.
- Pupil behaviour is a discussion point at termly Parents' Evenings or meetings.
- The Annual Pupil Report sent to parents includes details of the child's behaviour over the year.
- In addition to the strategies outlined above, where pupils have persistent behavioural problems they will be placed on the Special Needs Register, specific targets will be set and strategies put in place to improve behaviour (see SEN and Inclusion Policy).
- The City of York Pupil Support Service assists our work with pupils on the Special Needs Register.
- If it becomes necessary to exclude a pupil for a behavioural incident we follow the City of York exclusion guidelines.

Use of Reasonable Force

If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger.

According to the Education and Inspections Act 2006, all school staff has a legal power to use reasonable force to control or restrain. 'Reasonable' is defined as 'using no more force than is needed.' This applies to any member of staff at the school.

Reasonable force can also be used to prevent a child damaging property.

The decision to use reasonable force is down to the professional judgment of the staff member concerned and depends upon the individual circumstances.

It is the duty of the Headteacher to ensure that adequate training is provided for all staff. Staff at Lord Deramore's are trained to use Team Teach techniques. However, in an emergency, staff may have to intervene in circumstances outside of their previous training or experience. This would only in exceptional circumstances to prevent injury.

As soon as possible after an incident of physical intervention, the member of staff involved will write a report of the incident, to be kept in a confidential incident folder.

Staff may request the opportunity to access personal support, including counselling, from the Headteacher.

Our school code of practice regarding behaviour has been drawn up with the best interests of our children in mind. It is not to be considered final in any way as an individual child's needs are always considered when looking at any matter concerning behaviour.



Approved by Curriculum & Staffing

Meeting Date 11 June 2018



Early Years and Key Stage 1 Consequences		
1.	If a pupil breaks a rule	A reminder is given. (class teacher to make rules explicit e.g. shouting out)
2.	A second incident Reminder	His/her name will be written on the board or they will be moved to sit away from others in the class.
3.	A third incident Warning	He/she will stay in at break/ lunchtime for 5 mins or lose activity time and the incident will be recorded in behaviour book.
4.	A fourth incident Red Card = Detention	He/she will stay in for all playtime and incident to be recorded in behaviour book. Headteacher or Phase Leader to be informed and a note made in child's planner.
<p>Parents will also be notified if their child frequently has to stay in at playtime and behaviour will be monitored closely. (Headteacher/Phase Leaders to review behaviour book weekly) If behaviour does not improve, parents will be notified by letter and a copy kept on file.</p>		
Severe clause		The Class teacher/Phase Leader/Headteacher, depending on the incident, will contact parents. A meeting will be arranged if necessary.

Entries in the behaviour book will be monitored but other than this a child will start each day with zero consequences.



KEY STAGE 2

Your Behaviour – Your Consequences

We have rules in school so that everyone feels happy and safe. Most people always follow the rules which is why our school has a friendly feeling. When someone does not follow rules it can make other people feel uncomfortable and unhappy, which is why we have consequences when people do not follow the rules.

1.	If you do not follow a rule	You will be reminded of the rule once.
2.	If you do not follow the rule a second time	Your name will be written down. You might be asked to move to another place.
3.	If you do not follow the rule for a third time	You will miss 5 minutes of playtime and fill in one line of your behaviour chart. This is a yellow card.
4.	If you do not follow the rule again	You will miss the whole of your playtime or lunchtime. You may be asked to write an explanation of your behaviour or write a letter of apology. This is a red card.
The Headteacher and your parents will be informed if you fill in too many lines on your behaviour chart.		
Inappropriate behaviour		If you hurt someone or you deliberately and repeatedly do not follow instructions, you will go straight to a red card. Your parents could be informed straight away (as well as the parents of the person you have hurt).

Remember that every day is a new day at Lord Deramore's.
If you have had a bad day, ask for help about how to put it right
and start each new day with a positive attitude.