



Positive Behaviour Policy

History

Existing Policy		
Update	April 2008	SMT
Approval	June 2008	Full Governors
Update	February 2013	LT
Approval	February 2013	Curriculum Committee
Reviewed	February 2016	School Improvement/ Curriculum Committee

1 Policy Statement

At Girton Glebe School we aim to encourage self-discipline in all children and to cultivate their developing respect for the needs and rights of others within the context of a safe working environment for children and staff. Girton Glebe Primary School provides an opportunity for children to learn about their own behaviour and its impact on others. As such it should provide a model of good behaviour and support children to modify poor behaviours.

We aim to provide a caring learning environment with a well-planned curriculum which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

1.1 Rationale

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education.

2 Aims

- To provide a well ordered environment
- To help children develop self-confidence and self-discipline, and understand what constitutes good behaviour
- To create a common understanding of the limits of acceptable/unacceptable behaviour
- To encourage reflectiveness and responsibility regarding behaviour that impacts on others and their learning opportunities
- To promote our 'core values' of respect, responsibility, excellence, compassion and perseverance.

3 Key Principles

There is an expectation that all members of the school community will behave appropriately and that problems will be dealt with consistently and fairly **bearing in mind the individual needs of the child**, including identified SEND needs of the child. We take a restorative approach, which is a blame free approach to help us understand the circumstances the reasoning behind poor behaviour choices so that underlying issues can be addressed. Conversations held with children about behaviour will be appropriate to the age and stage of the individual child's development.

- Following the lead of the Head Teacher, there is a collective staff responsibility for being good role models and encouraging responsible behaviour from all children at all times.
- We are committed to pastoral care and staff will work in partnership with parents to promote the children's self esteem and respect for themselves and others.
- We provide quality in the delivery of the curriculum and in all teaching and learning activities **so that opportunities for poor behaviour are minimised.**
- Good behaviour will be recognised and rewarded.
- Children must be aware of what is expected of them and involved in developing class and school rules to implement this policy.
- Strategies for promoting good behaviour and for dealing with unacceptable behaviour, must be consistent throughout the school.
- Unacceptable behaviour should always be followed up.
- Parental involvement is an essential part of maintaining high standards of behaviour. Parents are expected to:
 - provide good role models

support the school's approach and participate in any behaviour support programmes

Behaviour we encourage:	Unacceptable behaviour includes:
<p>Attentiveness.</p> <p>A sense of right and wrong.</p> <p>Self-respect</p> <p>Respect for the environment.</p> <p>Working co-operatively.</p> <p>Honesty and trust.</p> <p>Fairness.</p> <p>Self-discipline.</p> <p>Politeness and good manners.</p> <p>A positive attitude to life and learning.</p> <p>Care for their property and that of others.</p> <p>Commitment.</p> <p>Respect for other people, their views and their work.</p>	<p>Violence and aggression</p> <p>Hurting feelings.</p> <p>Threatening behaviour including bullying.</p> <p>Dishonesty.</p> <p>Deliberate disobedience.</p> <p>Discrimination.</p> <p>Lack of respect.</p> <p>Using unacceptable language.</p> <p>Deliberately damaging property.</p> <p>Disrupting teaching and learning.</p> <p>Cycling in the school grounds.</p> <p>Sending hurtful or offensive messages.</p>

4 Our Agreed Approach to Promoting Positive Behaviour – Underlying Principles

- Expectations: all staff should expect the highest standards of behaviour, challenging children with a rule reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit good behaviour. Reminding children of what they need to do to behave badly is more likely to promote poor behaviour.
- Visual timetables: all staff should have a visual timetable on display in their classroom. This enables children to understand what to expect during the school day and is particularly supportive of children with special educational needs.
- Separate behaviour from the child: all staff must use clear and careful language when dealing with behaviour and ensure they keep the behaviour and the child separate.
- Develop good relationships: effective behaviour management relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A good relationship means that much behaviour management can be communicated effectively either non-verbally or with very discreet reminders.
- Take-up time and calm-down time: all staff should give appropriate take-up time, *expecting* children to modify their behaviour, but not *nagging* them to do so. In extreme situations children may need up to an hour of cool down time before a discussion can take place.
- Preserve dignity: as much as possible, discussion about behaviour should take place discreetly, after the lesson. Humiliation of children in front of the whole class is never acceptable. Staff should also take care when discussing pupil behaviour that it cannot be overheard.

- Focus on primary behaviours: many children will use secondary behaviours to deflect from the primary focus of behaviour management. Wherever possible, secondary behaviours should be ignored in order to refocus discussion on primary behaviour.
- Fresh start: all staff should ensure that a new day brings a fresh start.

In order for our policy to succeed we need to:

- spend time every day building positive working relationships
- provide consistent, clear and positive encouragement for good behaviour
- be clear in our expectations of behaviour including teaching and explaining what good behaviour looks like
- make each day a 'fresh start'
- take account of the individual needs of children
- with the children, discuss and agree our rules
- involve parents
- be consistent
- regularly exchange information about children so that all staff catch those experiencing difficulty behaving well

4.1 Expectations of Acceptable Behaviour

All teachers develop with their classes clear expectations of how to behave in the classroom.

This includes explicitly teaching and reminding the children about:

- How we communicate - whether it is appropriate to have hands up without calling out, active listening, no put downs, positive language, reasonable working noise.
- The way we treat one another - the actions of respect, please, thank you, excuse me, putting things back and personal space considerations.
- Movement - in, out and around the room and toilets etc.
- Safety in the classroom.
- Use of learning time - working noise, use of work space and work time, how to get teachers' assistance in a busy classroom.
- Care of our classroom - the responsibility to keep the class clean, tidy and looked after.
- The way we settle classroom problems - follow through out of class time, restorative conversation, time-out

5 Key Strategies

5.1 Celebrating Good Behaviour

5.1.1 Housepoints

The whole school is allocated to one of four houses, managed by the SENCo. All staff may offer housepoints to children to recognise when they have demonstrated one or more of our 'core values' of respect, responsibility, compassion, excellence and perseverance. Class teachers keep a record of housepoints so that it remains a motivational system for every child and certificates are awarded to children who earn 25, 50, 75 and 100 housepoints. At the end of term, the winning house receive a reward which is agreed with the children.

5.1.2 Going on to 'Gold'

All children's names are displayed on the class traffic light. Approximately three children each day may be moved on to 'gold' for showing good attitudes, demonstrating the core values or for producing excellent work. Children who get to gold earn a housepoint and in Key Stage 1 a gold sticker to take home.

5.1.3 Celebration Assemblies

Over the course of the year, each child will be nominated by their teacher for a 'celebration assembly' certificate which could reflect good work or good attitude. Parents are invited these assemblies.

5.2 Dealing with poor behaviour

5.2.1 Traffic lights

- All classrooms display a set of traffic lights –red, orange, green and gold. Each day the children begin on green.
- If a child is not displaying the positive behaviour we would expect we first use a positive rule reminder, i.e. praising a child or children who are demonstrating good choices. If this is insufficient, the child will be given a specific verbal reminder. If this request does not elicit a change, then the name of the child is moved on to 'orange' as a visual reminder.
- For the system to be effective it is important that it is fluid and that children have the opportunity to redeem behaviour. If the child corrects their behaviour then will then move back to green.
- Should the poor behaviour continue they will be moved on to red. If this occurs the child will miss five minutes of the following playtime or lunch time, or, if the incident occurs after afternoon play (in KS1) or after lunch (KS2), the child will be sent to a paired classroom for five minutes time out. Being moved on to red means that the teacher will have a restorative conversation with the child either during play/lunchtime or upon their return to the classroom. A child may be asked to fill in a restorative conversation form during in advance of this discussion, or it may be filled in together with the adult during the conversation- See Appendix A.

5.2.2 Restorative Conversation

- The five key questions for a restorative conversation are:
What happened?
What were you thinking / feeling at the time?
How have you and others been affected?
What do you need?
What do you need to do to put it right?

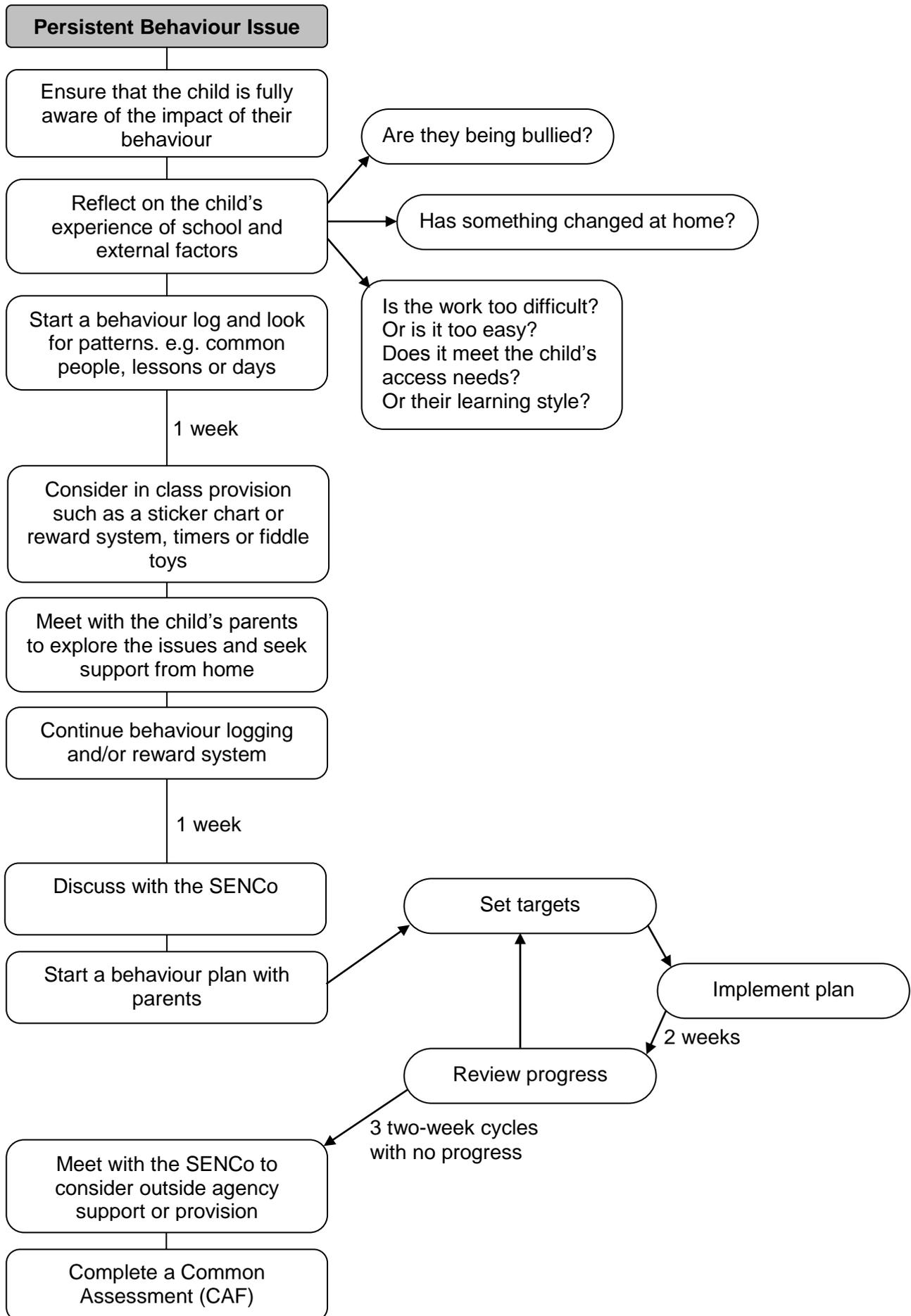
This is a blame free approach to help us understand the circumstances and the reasoning behind poor behaviour choices so that underlying issues can be addressed and involves the child taking responsibility for their actions in the process of putting right what has happened.

5.3 Dealing with Persistent Poor Behaviour

- The majority of pupils respond well to strategies to celebrate good behaviour and modify poor behaviour. The school will ensure that when poor behaviour does occur, efforts are made to minimise the impact of this behaviour on the other children, ensuring that an environment conducive to learning is maintained. The school's nurture room, 'The Orchard' may be made use of on such an occasions as a quiet space for the child to calm down away from the class.

However, there may be occasions when poor behaviour persists or behaviour is more serious or a child has additional needs which require an individualised behavior plan. In the case of persistent poor behaviour the processes we then follow are outlined in in the 'Persistent Behaviour Flow Chart' on page 6.

Behaviour logging forms will be used to record persistent poor behaviour in order to identify patterns and spot triggers: see Appendix B and C.



5.4 Strategies for dealing with unacceptable behaviour

A number of strategies for dealing with occasional, unacceptable behaviour are given below. These would ordinarily follow the implementation of the traffic light system, or be in response to a specific incident.

- Talk to child/children on their own at the beginning of their playtime or lunchtime.
- Working on their own in the classroom, just outside the classroom or in another classroom.
- Loss of privileges.
- Loss of playtime, delayed playtime or walking around with teacher on duty.
- Communicating with parents.
- Classroom behaviour contracts.
- Writing a letter of apology or other restitution.
- Child to stay in at the beginning of lunchtime.
- Child sent to see member of senior leadership team.

Other strategies are available where behaviour issues are persistent or extreme.

- Individual Behaviour Planning (see flow chart).
- Home/school book.
- Regular meetings with parents (as part of behaviour planning)
- Negotiate contract of acceptable behaviour with children and parents.
- Involvement of outside agencies – school nurse, FSW, EWO, GP, Brookside.
- Internal exclusion

Both detention (child staying after school) and exclusion are options available within law.

The school will only use exclusion in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others.

Appendix A

Getting Ready for a Restorative Conversation			
Pupil	Class	Date	Staff member



What happened?

What were you thinking at the time?



What do you think about it now?

How have you and others been affected?

What needs to happen to put this right?



**Appendix B
Behaviour Logging Sheet**

Name

Week Beginning



	Lessons	Playtime	Lessons	Lunchtime	Lessons
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Appendix C
Log of individual pupil behaviours (Teacher Use)



Child's Name

Date started

Sheet No.

Date & Time	A – Antecedents What was happening prior to the displayed behaviours?	B – Behaviours What did the behaviours look like?	C – Consequences What were the outcomes of the behaviours?	D – Decisions What needs to change to improve the behaviours?