



## **Promoting Positive Behaviour**

The School's Promoting Positive Behaviour Policy has been developed in conjunction with DfE policies and guidelines.

The establishment of a whole school behaviour policy is an essential step in the process of securing the orderly atmosphere necessary for learning and teaching to take place. The most effective teaching establishments encourage good behaviour by developing codes of conduct which are based on shared values and principles, supported by a system of rewards and where necessary, sanctions within the context of a positive atmosphere.

The management of behaviour is a responsibility for all connected with the School, including teaching staff, support staff, governors and parents. One of the most vital factors in the fostering of appropriate behaviour is the quality of relationships between adults and pupils.

In developing a policy to promote positive behaviour in school, we acknowledge the need to recognise the identification and promotion of positive behaviour in all aspects of school life, including:

- ❖ School curriculum
- ❖ Emotional, social, spiritual, moral and cultural development
- ❖ School ethos
- ❖ Citizenship

### **Rationale**

At Barnes Infant Academy, we aim to develop the whole child, by providing a caring atmosphere in which children feel valued and respected and where they are treated fairly and well.

### **Principles**

- The inclusion of all children within the school community
- The promotion of respect for all members of the School
  - The application of rewards and sanctions in a consistent, fair way
  - The demonstration of attitudes such as sharing, honesty, tolerance and politeness

- The encouragement of sustained, productive relationships with peers and adults
- The provision of equality of opportunity
- The willingness to work co-operatively and sensitively with parents, carers and other stakeholders
- The need for each child to experience success through encouragement and a challenging environment
- A commitment to prevention and problem solving, rather than a crisis driven approach

### **Aims**

- To provide a stimulating, broad, balanced curriculum in which children can achieve success
- To promote opportunities for creativity, challenge and problem solving
- To develop productive relationships with parents, carers, external agencies and the wider community.
- To ensure a code of conduct which sets high expectations and highlight Headteachers empathy, respect, tolerance, courtesy, and co-operation
- To recognise and value appropriate behaviour

### **Teaching and Learning**

The quality of learning is an important factor in the promotion of positive behaviour within the school setting. Therefore we aim to provide an interesting, challenging, stimulating, reflective curriculum, which recognises the capabilities of individual children and is able to encourage sustained activity.

Assessment of children's work and the matching of activities to ability and learning styles have an important role in motivation and achievement.

### **Rewards**

It is our intention that rewards will acknowledge effort and strive to motivate a child, be genuinely earned and be sincerely given by the adult concerned.

We aim to praise and reward children for good behaviour in a variety of ways and to promote the positive aspects of behaviour, wherever possible to 'catch' children behaving appropriately, and to build on this, to establish a pattern.

Rewards in use include;

- Verbal praise
- Postcards of praise
- Stickers
- Smiley faces
- Star points
- Class/school prizes
- Certificates
- Treats
- Showing work to other teachers or classes

- Nominations for Headteacher awards
- Contacting parent/carer

Rewards should be securely established within the school and class framework of values and expectations, which will encourage children to take responsibility for their own actions and to respect the rights of others.

It is anticipated that children who have individualised support programmes, such as behavioural support plans or personal learning plans may need a specific reward system. Similarly, the focus of some rewards may need to change through time, and should take account of their intended target audience.

### **Sanctions**

Within the use of sanctions there is an inherent commitment to the protection and nurturing of a child's self esteem and the portrayal of an appropriate role model.

Therefore, an opportunity should always be provided for the child to comply and to be reminded of the appropriate behaviour in a firm, but calm manner, before moving towards the use of sanctions, as a consequence of inappropriate behaviours.

If a sanction is to be used, it should not be presented as a threat. Confrontation should be avoided wherever possible. If a situation appears to be escalating then the Headteacher, or a senior member of staff should be sent for.

The sanctions used are to help ensure a safe and positive learning environment. These may include;

- A' look'
- Repeating name
- Verbal reprimand-privately
- Verbal reprimand-publicly
- Verbal warning of the sanction to follow (this needs to be presented as the child choosing whether to keep to the agreed rules or experience the sanction)
- Moving near to teacher
- Moving child to sit alone- temporary isolation within the classroom area
- Missing part of lunch time-supervision required
- Time out-for a definite time period
- Writing letter of apology
- Teacher speaking to parents
- Sending child to another teacher for temporary respite
- Sending to Headteacher
- Temporary fixed term exclusion

Sanctions should be fitting for the type of inappropriate behaviour displayed and be monitored. The Headteacher should be involved where sanctions begin to be repeated or are of a more serious nature.

Agreed examples of behaviour and sanctions are as follows;

<b>Behaviour</b>	<b>Sanction</b>
Distracting other children deliberately	Child concerned moved to another part of the classroom area
Unwillingness to listen or participate	Verbal reminder/warning
Non-compliance with activity or lesson	Temporary time out-if mentor available Completion of task at lunch time
Swearing as part of a game	Verbal reprimand Discussion about why inappropriate
Stealing/ taking of objects/others possessions	Replacement of 'lost' objects Parents to be aware
Repeated name calling and discrimination	Headteacher to be informed and discuss with parents
Verbal abuse, may include swearing	Headteacher to be informed. Parents to be aware
Deliberate damage to property or belongings of others	Discussion with child. HEADTEACHER/SLT to be informed
Throwing of objects or equipment	Inform parents. See HEADTEACHER.
Threatening behaviour/intimidation	HEADTEACHER to be informed. Contact with Parents –letter
Threat of violence/overly aggressive play	Contact with parents. HEADTEACHER to be aware. Discussion with child.
Deliberate violence/abuse towards other children or adults endangering safety and welfare.	Temporary fixed term exclusion*

\*Only the Headteacher has the power to exclude a child, on a temporary fixed term or permanent basis. Once this decision is taken, the relevant authorities must be informed and correct procedures followed.

### **Role of Parents**

At Barnes Infant Academy we strive to promote effective links with our parents. By developing relationships within a positive climate, concerns regarding a child's behaviour may be expressed more openly and constructively.

### **Role of Staff**

All adults working within School need to ensure that the children in their charge follow the agreed class/School rules and are treated fairly with respect and understanding.

### **Role of the Headteacher**

The Headteacher, together with the School staff will ensure the Health, safety and welfare of the School Community, make contact with parents where necessary and make decisions regarding exclusions.

**Role of the Trust Board**

The Trust Board supports the Headteacher, staff and school in the promotion of positive behaviour management and particular disciplinary issues.

**Monitoring and Evaluation**

The Staff and Headteacher will monitor the effectiveness of the policy on a regular basis by observing behaviour in and around School and by discussing areas of concern and organisational strategies as required.