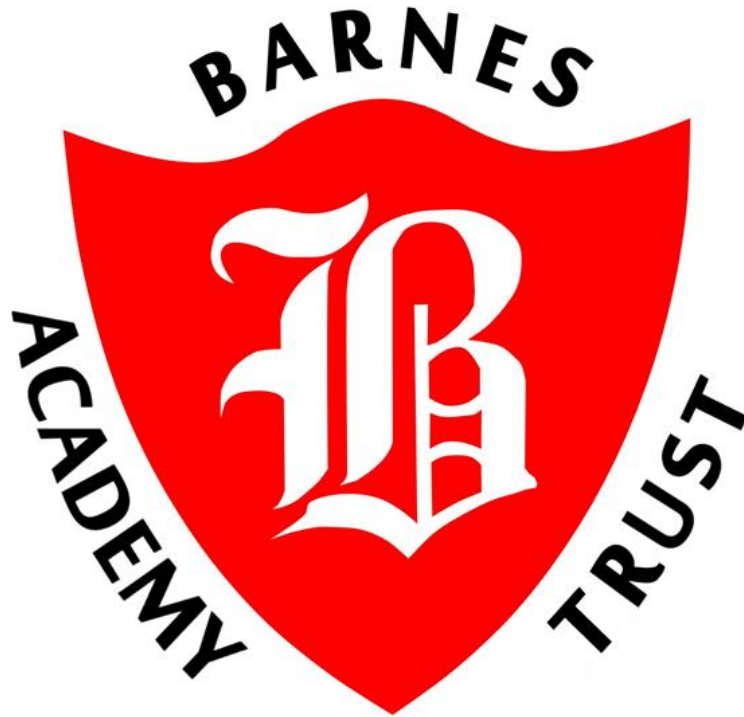


Promoting Positive Behaviour Policy



Last reviewed on: December 2024

The School's Promoting Positive Behaviour Policy has been developed in conjunction with DfE policies and guidelines. It also aligns with the school's Positive Handling Policy, and Safeguarding Policy.

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 adherence to our BARNES Values
 - 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 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
- BARNES Values points
- BARNES Values certificates
- Showing work to other teachers or classes
- 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 plans, 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
- 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
- Missing part of lunch time-supervision required
- Time in-for a definite time period
- Teacher speaking to parents
- Sending child to another teacher for temporary respite
- Sending to Headteacher
- Temporary fixed term suspension

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.

As a school we have staff trained in Team Teach for situations where reasonable force is required. Any instances are recorded on CPOMS and parents informed.

Fixed term suspensions and permanent expulsions

Only the head teacher or acting head teacher has the power to suspend or expel a pupil from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days on any one school year. The head teacher may also expel a pupil permanently. It is also possible for the head teacher to convert a fixed term suspension to a permanent expulsion, if the circumstances warrant this.

If the head teacher suspends a pupil, they must inform the parents immediately, giving reasons for the suspension. At the same time the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs parents how to make such an appeal.

The head teacher informs Together for Children and the governing body about any permanent expulsion, and about any fixed term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the head teacher. The governing body can form a discipline committee made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or expulsion, they consider the circumstances in which the pupil was suspended / expelled, consider any representations by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

An exclusion or suspension can be cancelled, this decision must take effect before the governing body has met to consider whether a pupil should be reinstated. If an exclusion is cancelled parents, LA and the governing board need to be informed immediately in writing without delay including a reason for cancellation.

Agreed examples of behaviour and sanctions are as follows:

Behaviour	Sanction
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-in with an adult 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 suspension *

*Only the Headteacher has the power to suspend or 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 suspensions and 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

To be read in conjunction with DfE guidance on Use of Reasonable Force in Schools and Child Protection policy.