



Working together, with Jesus beside us, to achieve our full potential.

GNOSALL ST LAWRENCE CE PRIMARY ACADEMY
and
GNOSALL ST LAWRENCE PRE-SCHOOL



POSITIVE BEHAVIOUR POLICY

This policy has been written and approved by the Local Governing Body of Gnosall St Lawrence CE Primary Academy and Pre-School under the delegated powers of the West Stafford Multi-Academy Trust. It has been written in accordance with the ethos, vision and values of Gnosall St Lawrence CE Primary Academy and Pre-School alongside the vision statement of the WSMAT.

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Head teacher: _____

Safeguarding Committee Chair: _____

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Aims

The Positive Behaviour Policy of St Lawrence CE Primary Academy and Gnosall St Lawrence Pre-school recognises the school's Mission Statement to *"provide the best quality of learning experience and environment, within a Christian community, for the children in its care, so that everyone can fulfil their potential."*

The Staff and Governors recognise the crucial role that an effective Positive Behaviour Policy can have on all aspects of school life; they are aware of the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. They also acknowledge that the development of an accepted school culture is important for the achievement of all the school's aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life as set out in the *Vision Statement of the Governors* (Summer 2012).

We aim to help the children to acquire good manners, politeness and acceptable social behaviour, and to apply these standards in all aspects of their lives, not just within the school environment. In the Pre-School we aim to provide a positive ethos in which children's behaviour can develop appropriately for their stage of development and individual needs. We believe that the teaching of basic social and behavioural skills should be an integral part of school life from the very beginning. Early foundations should be steadily and consistently built upon, encouraged and developed throughout the child's school experience.

The overriding aim of our school is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

We want every member of the School and the Pre-School to feel valued and respected and for each person to be treated fairly. Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the Positive Behaviour Policy and Procedure to guide us.

An effective Positive Behaviour policy will:

- identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- outline roles and responsibilities for pupils, parents & staff.
- play a vital role in ensuring that all children achieve their academic potential.
- help children's moral and social awareness, including that of citizenship.
- ensure the Schools commitment to safeguarding its pupils continues to be achieved.
- state clearly the procedures for exclusion.

We encourage good manners and behaviour by:-

- upholding our school values of honesty, kindness, respect, responsibility, commitment and perseverance
- using "please" and "thank you", "good morning", "good afternoon", "good bye" and "how are you?"
- addressing people by their names and talking to all grown-ups and peers in an acceptable way
- not hurting others, by speech or deed
- upholding class/school rules
- using general good manners, showing consideration such as opening doors, not interrupting, walking sensibly and showing respect for property.

School Rules

There are school rules that we expect everyone to follow closely - adults and children alike. They are:

- Walk quietly around the buildings.
- Walk on the left on the stairs
- When moving in groups, keep in a single line.
- Be polite and considerate to all.
- Be proud of your school - keep it clean and tidy.
- Eat only fruit in the playground.
- Remember the dining room rules.
- Play fair so all can enjoy break-times.
- Remember there are some places you shouldn't walk through at certain times
- Be safe, keep away from the school drive.

Lunchtime Manners Code

Over and above normal standards of behaviour expected around the school, the expectations for lunchtime behaviour are as follows:

- Wash your hands and line up sensibly.
- Remember to say please and thank you.
- Once you've got a place to sit - stay in it.
- Eat only your own meal remembering to close your mouth when you eat.
- Use your cutlery properly and keep your elbows off the table.
- Don't speak when your mouth's full.
- Talk quietly at the table.
- Speak politely to the lunchtime helpers.
- After your meal replace your chair quietly and walk out of the hall to the playground.

These expectations should be the 'norm', acknowledged and encouraged by verbal praise. However, behaviour exceeding the norm should attract added praise or reward. Such behaviour might include:

- showing honesty involving self-discipline (e.g. returning lost objects or money)
- voluntarily offering assistance to other children or members of staff
- being a consistently polite and pleasant class member
- having the foresight to deal with situations without fuss

Acts such as these need to be publicly highlighted (e.g. positive phone call home - see below) and the senior leadership team must be informed about it.

The Role of Staff

To promote good behaviour in the children, staff should:-

- encourage pupils to uphold school values
- encourage pride in our school
- set high standards and model good behaviour by treating children and adults with respect.
- give praise for good behaviour on a regular basis and focus on the positive things that children do
- help them to recognise their feelings and express themselves in an acceptable way
- encourage them to ask for help from peers as well as adults
- build their independence through self-help skills
- encourage them to see the good in others
- encourage their attempts and plan for their interests
- encourage them to learn from each other
- create a happy, working atmosphere, provide interesting and stimulating activities within a clearly-labelled, child-friendly environment, thus helping to prevent boredom and irritability
- encourage children to use equipment appropriately and to participate fully in tidying away

- teach the children about health and safety
- encourage children to help mend broken equipment
- remind children to tell us about breakages
- regularly assess the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.
- observe children closely and plan to provide for their individual needs.
- use a friendly, calm approach and conflict resolution techniques
- apply rules firmly and, above all, fairly
- enjoy an 'open' exchange, especially with older pupils
- establish trust and be prepared to listen
- let children know that they can approach with problems, within a friendly relationship
- work on and reinforce the understanding of feelings - making good use of this in circle time
- name and make feelings clear, reflecting back to children the consequences of their actions
- be aware of the power of language, i.e. not being confrontational or negative
- encourage self-esteem and self-confidence
- encourage children to wait their turn
- encourage the children to listen to each other without interrupting when someone is already speaking - "one at a time" talking
- give children clear messages and set an example
- give time to listen and help acknowledge children's responses sensitively
- work closely with parents and carers to support children's exploration of appropriate and inappropriate behaviour.

Staff should try to avoid:-

- destructive criticism
- humiliating children
- shouting
- over reacting
- 'blanket' punishment
- sarcasm

The above cause resentment and will destroy respect and mutual trust.

The named practitioner in the Pre-school responsible for Behaviour Management is Lynn Malone, who has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary.

Staff are referred to **Appendix 1** for helpful ground rules when dealing with children's behaviour.

Along with the staff there are **Play Leaders** (EY and KS1), and **School Councillors** who are available in school for all children to talk to about any issues they may have.

REWARDING CHILDREN'S WORK & BEHAVIOUR

We are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour. These strategies include:

House Structure

Each child will be placed in a house when they start school. This is done by the Deputy Headteacher:

- Yellow Tigers
- Blue Polar Bears
- Green Dolphins
- Red Penguins.

Siblings will always be placed in the same house.

Children can collect house points through a sticker-card system. The house Sports Day competition is held every summer term and will contribute to the house points system. The house with the most points at the end of the year will receive a prize. The weekly house point totals are shared in the school newsletter and at regular celebratory assemblies.

Rewards

Stickers

A sticker for behaviour - these are collected on a card along with stickers for good work, incorporating a graded reward system. This will include visits to the Headteacher for further praise, stickers, certificates and prizes. Reward cards are used in every school class and continue through the school.

1 line filled	=	1 shiny sticker. Each shiny will count as a house point.
1 whole card filled	=	certificate presented in celebration assembly
5 cards filled	=	bronze certificate & book mark presented in celebration assembly
10 Cards filled	=	silver certificate & House teddy bear or £5.00 book token presented in celebration assembly
15 cards filled	=	gold certificate & prize presented in celebration assembly
20 cards filled	=	platinum certificate & prize presented in celebration assembly

Online Behaviour Management tool

Each class will use an interactive online behaviour management tool (for example, Class Dojo); this is to be consistent across the school. The children are awarded points throughout the day for behaviour, work, showing the school values, etc. For each 10 points that a child accrues, they are awarded a sticker on their sticker card.

Healthy Cake Award

The Headteacher will award this based on her own observations, as well as those observations and feedback given to her from adults within the school. Every half term the class with the best attendance up to that date will receive the healthy cake. The attendance figures up to that date will be read out in assembly so that all children are aware of their class' attendance figures.

Golden Award

One child from each class is chosen each month, nominated by the class teacher. The reasons are recorded in a book which is placed on public display in the foyer for any visitor to the school to read. It is also copied and attached to the child's Golden Award certificate. Parents, family relations and carers are invited into the Friday Golden Assembly to see their child receive a star certificate. Letters inviting parents will be sent out on the preceding Wednesday.

Positive Phone calls home

Once a week a member of the teaching staff will ring a parent/carer of a child in the school (not always in that teacher's class) to tell them of something positive about their child that they have observed that week.

Postcards home

The Headteacher will send a postcard to a child's home based on her own observations, as well as those observations and feedback given to her from adults within the school.

Other certificates

Children are encouraged to bring in certificates etc. from out of school activities. These are shown and celebrated in the regular celebration assembly.

Staff are able to send exceptional children/ work to the HT for a special HT sticker/ note.

SANCTIONS FOR MISBEHAVIOUR

Where unacceptable behaviour is recognised or observed, Staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict or behaviour.

We do not tolerate

- Unkind, thoughtless behaviour toward other children
- Damaging school property
- Bullying - see separate policy
- Rudeness, insolence or disobedience to any adult
- Racist comments
- Swearing
- Fighting and/or any physical abuse
- Time wasting

Breaking of school rules.

If children behave in a consistently inappropriate manner staff will:

- try to pinpoint trigger points and to improve our environment if appropriate
- help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- give the child more one-to-one time in which they may be able to explain why they are behaving in this way.
- consider the Special Educational Needs (SEN) & other identified needs of children who require an individual approach to address their behaviour
- identify why behaviour is unacceptable & demonstrate the appropriate behaviour making reference to and praising those children who are doing “the right thing”.
- focus on the behaviour being unacceptable not the child.

The school rules state that when punishing a child there is no need to shout and be intimidating. Staff should address negative behaviour discreetly and praise in public wherever possible. Staff should involve a second member of Staff in difficult situations as a witness and for support.

Sanctions

We operate a series of sanctions of varying severity for unacceptable behaviour:-

1. Verbal correction and chastisement
2. An apology required - verbal or written
3. Missing playtime or lunchtime play or, more seriously, missing visits or treats

Where a child's behaviour has resulted in sanctions 2 and 3, parents are always informed. Their support is sought in respect of sanctions applied in school and any possible consequences at home (e.g. removal of a Tablet for 24 hours, reduced time in watching television etc). Parents should also be informed if sanction number 1 has to be used frequently. Any significant instances of unacceptable behaviour are recorded in the class incident log. This is shared with parents at the end of the school day and they are asked to sign as proof of acknowledging that they have been informed about the incident.

If children misbehave and they require removal from the classroom, the following stages should be considered as sending for the HT is not always the most appropriate action. Children are:

1. Moved to another classroom for 10 minutes
2. Sent to the Assistant or Deputy Headteacher's classroom
3. Sent to the HT to discuss the behaviour that has occurred

If behaviour is severe then it is appropriate for the child to be sent to HT straightaway.

Requiring assistance in the classroom:-

- If assistance is required in the classroom e.g. in the case of violent behaviour, then a message is sent with 2 other children straight to the school office.

- If other assistance is required from any other adult a message is sent to the appropriate person. This system is used for emergencies only.

Requiring assistance at lunchtime:-

- Lunchtime supervisors send a message with 2 children to a member of staff (usually a member of the senior leadership team).
- Lunchtime supervisors record incidents in their own log books and then inform the appropriate class teacher at the end of lunchtime. These log books are viewed on a regular basis by the Headteacher.
- Lunchtime supervisors will inform the Headteacher verbally of serious or persistent cases of inappropriate behaviour.

If a child's behaviour is not improved by the above actions, then a communication book may be introduced. This is a daily diary between home and school. This is only done when deemed necessary and appropriate by both staff and parents/carers. This communication diary will be monitored and commented upon daily by a member of the Senior Leadership Team.

The communication book is to be used in a positive manner so that not only any behavioural issues are recorded, but also praiseworthy behaviour from both home and at school. The child is then given an incentive to improve their behaviour within a certain time limit. When a child's behaviour is deemed to have reached an acceptable level, by both staff and parents/carers, use of the communication book will cease.

Corporal Punishment

Staff will not give corporal punishment to any child. It is a criminal offence. Staff will not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on a child's well-being. If any member of staff at the school and pre-school fails to comply with this requirement, they shall be deemed to be committing an offence.

However, physical contact or restraint of a child in order to avert immediate danger of injury to the child or others, or to prevent damage of property likely to result in injury shall not be deemed to be corporal punishment. This is physical intervention or restraint.

Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents/carers will be informed about it on the same day or as soon as reasonably practicable.

Serious Misdemeanours resulting in temporary or possible permanent exclusion

Some examples of behaviour are deemed to be so serious that they will result in the offender moving directly to temporary or permanent exclusion at the decision of the Headteacher. Examples of such behaviour are:

- Assaulting another pupil.
- Serious verbal abuse of a member of staff.
- Assaulting a member of staff.
- Violent and/or aggressive behaviour which endangers others or damages property.
- A criminal offence.

Three temporary exclusions may result in permanent exclusion.

Help may be sought from outside agencies before resorting to:-

- temporary exclusion at lunchtime or for half or full days
- the ultimate sanction of permanent exclusion.

The Role of Parents in Positive Behaviour Management

We communicate with parents regarding positive and negative behaviour in school by telephone, discussions, meetings, certificates, notelets, postcards, school newsletter, stickers and by letters home.

To carry out our policy successfully we need support and backing from our parents to provide a strong home/school partnership.

To this end we ask all parents:

- ✓ to reinforce the completion of homework on time
- ✓ to see that children attend school regularly
- ✓ to see that children arrive punctually at school, appropriately dressed and with all equipment and kit required for the day's lessons.

Parents are asked to support the school in its implementation of this positive behaviour policy.

GNOSALL ST LAWRENCE C E PRIMARY ACADEMY

HELPFUL GROUND RULES FOR ADULTS

If adults have good self-concepts then it is more likely that the children in their care will also have them. This section hopes to give some ideas for building a positive constructive approach, which should benefit teachers and the children.

Be positive. Be generous with praise. Always remember to say “thank you” for something done well. This positive attitude may bounce back to you.

Be careful how you talk to people. Think about the way in which you criticise. It is much better to say “You will find it easier if ...”. Do not embarrass people in front of others. Remember an unkind word lingers much longer than a kind one.

Label the act, NOT the child e.g. “Pushing that child was a dangerous thing to do, rather than “you are a nasty bully”. Negative labels stick.

Build in success. Make sure that programmes of work enable children to succeed in some way. It is destructive to self-confidence to fail most of the time.

Give children time to succeed. Have high expectations but ensure that you give enough time to produce good, carefully thought-out work. Evaluate regularly i.e. ask them how they are doing in their work, what could they do better, how could you help them more.

Think back. Remember your own school days? Teachers are the creators of memories - make sure that your class has happy ones. Do not be afraid to have fun with them.

Smile. Non-verbal messages are important to children. A pat on the back, a smile and nod gives as much encouragement as words.

A word in time. A quiet word whispered in a child’s ear can often forestall trouble.

Confidence boosting. Make a point of encouraging the shy, anxious or timid child to carry out classroom duties and responsibilities. Let someone else help them if it will enable them to take part.

Catch them when they are being good. Make time to see if you can notice the positive actions of the so-called “naughty” children.

Over to you. The children often have the answers. After an accident ask the child “Why should I be angry now?” Encourage the child to analyse his/her own behaviour and begin to take responsibility for it.

Share the problem with the class. Whenever there is a classroom problem use the circle. Get everyone to suggest his/her solution. Then all are committed to solving the problem and have shared their concern.

Give yourself some space. Encourage the children not to regard you as the one who knows. Admit when you do not know the answers. “Ask the ‘you’ inside your head and if you still do not know “ask a neighbour” can be a useful approach.

Avoid queues at the desk. Devise other systems with the children that ensure there is no wasteful waiting.

Say sorry. If something goes wrong because you made a mistake or did not give a clear explanation, take your share of the blame - do not be afraid to apologise if necessary.

Watch out that you do not ask for double standards. Make sure that you do not expect the children to behave in a way you do not yourself, e.g. do not nag about lost pencils if you can never find a pen: or nag about them dawdling if you are often late starting.

Step outside the teacher role. Sometimes you need to be a member of a group rather than a group-leader. This is especially important in circle time where everyone's contribution has an equal value.

Communicate. Teachers often work in isolation. Start a trend - admit your need for help or positive reinforcement. Work towards an open, sharing staff room. **Share success as well as despair!**

Ask for help. Teachers cannot solve everybody's problems all the time. Outside specialists are there to help and often the quicker they are brought in the better.

Show appreciation to everyone. Everybody likes to know they have helped. Other teachers, the head and all who work in the school will appreciate your thanks.

Be kind to yourself. There is always something that has not been done in the day. Be sure that you acknowledge what **you have done** and what **you have achieved** during the day.