



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 Academy Committee of Gnosall St Lawrence CE Primary Academy and Pre-School under the delegated powers of the Shire Learning 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 Shire Learning Trust.

Date: Autumn 2020

Renewal Date: Autumn 2021 *Policy to be reviewed annually.*

Head teacher: 

Christine Bell

Safeguarding Committee Chair: (signed electronically in reflection of Full LAC meeting 20.10.2020)

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 a Christian environment where relationships and behaviour are built on our values of **respect**, **honesty** and **kindness**' and is rooted in our vision scripture that every child will 'shine as lights in the world' (Philippians 2:15)

As staff and governors, we aim to help the children to acquire good manners, politeness, self-discipline and acceptable social behaviour and to apply these standards in all aspects of their lives, not just within the school environment. In 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 recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

We want every member of our school community 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 this Positive Behaviour Policy to guide us.

Due to the current Coronavirus pandemic, we also need to ensure that everyone in our school is safe. We currently have some additional rules to ensure us to do this effectively, giving the children ownership of their own safety.

School Rules

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

They are:

- Walk quietly around school on the left
- Be polite and considerate to all.
- Follow instructions quickly and show respect.
- Work hard in all lessons.
- Be proud of your school - keep it clean and tidy.
- Look after school equipment.
- Play fairly so that everyone can enjoy break-times.
- Treat others as you want to be treated.

We currently have some additional school rules to keep us safe:

- Do not touch anyone else.
- Do not touch other people's belongings.
- Do not approach children from other bubbles.

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.
- Talk quietly.
- Speak politely to the lunchtime staff.
- After your meal, tidy away any rubbish.

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We currently have an additional lunchtime rule:

- Sit down and wait until the lunchtime supervisor is ready to take you 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 helping other children or members of staff
- being a consistently polite and pleasant class member
- having the foresight to deal with situations without fuss

The Role of Staff

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

- Model the school values and encourage pupils to uphold them.
- Encourage pride in our school.
- Give praise for good behaviour on a regular basis and focus on the positive things that children do.
- Help children to recognise their feelings and express themselves in an acceptable way, reflecting back to them the consequences of their actions.
- Encourage children to ask for help from peers as well as adults.
- Build children's independence through self-help skills.
- Create a happy, working atmosphere with interesting and stimulating activities 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.
- Remind children to tell us about breakages.
- Use a calm approach and conflict resolution techniques.
- Apply rules firmly and 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.
- Encourage self-esteem and self-confidence.
- Help children learn to share and wait their turn.
- Encourage the children to listen to each other without interrupting - "one voice".
- Give children clear messages.
- Work closely with parents and carers to support children's appropriate and inappropriate behaviour.

Staff should try to avoid:-

- Destructive criticism.
- Humiliating children.
- Shouting.
- Over-reacting.
- Sarcasm.

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

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

Rewarding children's work & behaviour

Our focus will be on rewarding the 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.

House Structure

Each child will be placed in one of the houses below when they start school; siblings will always be placed in the same house.

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

Stickers

Stickers for behaviour are collected on the children's house-coloured card along with those for good work, incorporating a graded reward system. Reward cards are used in every class and continue through the school.

1 line filled = 1 shiny sticker. Each shiny sticker equates to a house point.

1 card filled = certificate presented in Celebration Assembly.

5 cards filled = bronze certificate and book mark presented in Celebration Assembly.

10 cards filled = silver certificate and school teddy bear presented in Celebration Assembly.

15 cards filled = gold certificate and book token presented in Celebration Assembly.

20 cards filled = platinum certificate and book token presented in Celebration Assembly.

Online Behaviour Management tool

Each class will use Class Dojo with the children being 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 Head Teacher will award this based on observations and feedback given to her from adults within the school.

Golden Award

One child from each class is nominated by their class teacher to receive a Golden Award certificate in the Friday Golden Award assembly; parents, family relations and carers are invited. Letters inviting parents will be sent out on the preceding Wednesday.

Other certificates

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

Staff are able to send children to the Phase Leaders, Deputy Head Teacher or Head Teacher for a special sticker or note; this may be related to their behaviour or a particular piece of work.

Staff may use other forms of reward systems within their classroom within the parameters of this policy.

Please note that for the time being we are unable to hold Collective Worship sessions or invite our school community to join us. Instead, some sessions will be held remotely. Alternatively, awards will be presented in class and taken home for the children to share with their family members.

Sanctions for misbehaviour

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

We do not tolerate:

- Unkind, thoughtless behaviour toward other children or adults
- 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

- Use of aggressive or sexually inappropriate language and actions towards other children and adults.
- Deliberate and purposeful behaviour that contravenes the new additional rules.

If children behave in a consistently inappropriate manner staff will:

- Try to identify trigger points.
- Help children who find it difficult to get on with others by showing them how to interact.
- Talk with the child so that they may be able to explain why they are behaving in this way.
- Consider any Special Educational Needs (SEN) or other identified needs of children who require an individual approach to address their behaviour.
- Identify why behaviour is unacceptable and 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.

Sanctions

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

1. Verbal correction
2. Missing 5 minutes of break
3. An apology required - verbal or written
4. Missing playtime or lunchtime play
5. Missing visits or treats, (including residential visits in Years 4, 5 and 6)
6. Permission to walk home unaccompanied is removed (Year 6 only)

Where a child’s behaviour has resulted in sanctions 3 to 5, 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. **During the period of restrictions due to the Coronavirus pandemic, parents will not be invited into school to discuss their child’s behaviour; meetings will instead be conducted by phone or virtual meeting.**

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:

1. Sent to another classroom **within the bubble** for 10 minutes with some work to complete.
2. Sent to an Assistant Headteacher .
3. Sent to the Headteacher.

Assistance

If assistance is required in the classroom, e.g. in the case of violent behaviour, then a message should be sent via the walkie talkies to ask for support from the Headteacher or an Assistant Headteacher.

Requiring assistance at lunchtime:

- Lunchtime supervisors send a message via the walkie talkies 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 verbally inform the Headteacher of serious or persistent cases of inappropriate behaviour.

Communication books

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. 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. All communication books will be monitored by a member of the Senior Leadership Team.

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. For further information, please see the school's Restrictive Physical Intervention Policy.

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 being temporarily or permanently excluded at the discretion of the Head Teacher. 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 any form of 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.
- ✓ To support the school in the implementation of this policy.