



Ferndown First School

Where every child matters

POSITIVE BEHAVIOUR POLICY 2019

Last reviewed on: February 2019

Next review due: February 2020

Ferndown First School Positive Behaviour Policy 2019

Ferndown First School is committed to safeguarding and promoting the welfare of children and expects all staff to share in this commitment. This policy underpins the Governing Body's Statement of Behaviour Principles, which is shared with parents on the school website.

Our Ethos Values

Our School Behaviour Policy is based on the school's ethos values

Care, Community, Aspiration, Respect and Excellence.

Although these values cannot be taught, we can show children what they look like in practice and we can model these values as adults to the children in all aspects of school life. Children's and adults responsibilities are based on these values.

Aims

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community that promotes good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy aims to:

- Promote a high standard of behaviour
- Promote an environment where everyone feels safe and secure.
- Promote, among pupils, self-discipline, proper regard for authority and acceptance of responsibility for their own actions
- Create and maintain a positive climate where effective learning can take place

We believe it is important:

- To enable all our pupils to realise their potential by working in partnership with parents.
- To support staff in managing behaviour, providing clear and consistent guidelines and the lawful use of rewards and sanctions.
- To take into account the individual pupils' needs and circumstances when applying the school's behaviour policy
- To fulfil our responsibilities whether as a pupil, teacher, parent or helper - with regard to :
 - Punctuality
 - Completing tasks to the best of our ability
 - Taking responsibility for our environment
 - Co-operation with other school members
 - Awareness of, and adherence to, the shared responsibilities of our school community
- To fulfil the Governing Body's legal duties (under Section 9 of the Education and Inspections Act 2006 and the Equality Act 2010) requiring them to ensure functions are carried out in respect of safeguarding and promoting the welfare of children, including those with Special Education Needs.

For the purpose of this policy the term 'staff' is defined as those staff that are involved with supervising pupils, individually, in groups or as whole classes. The term 'parents' also applies to carers and guardians.

RESPONSIBILITIES

School's Responsibilities

- To promote a high standard of behaviour
- To have a clear and robust policy for behaviour which is understood by all stakeholders.
- To promote an environment where everyone feels safe and secure.
- To promote, among pupils, self-discipline, proper regard for authority and acceptance of responsibility for their own actions.
- To create and maintain a positive climate where effective learning can take place.
- To work in collaboration with parents to ensure high standards of behaviour.

Children's Responsibilities

- To learn and demonstrate their understanding of our school ethos values.
- Apply our ethos values to the choices they make.
- To behave responsibly both within the school and out in the wider community.

Parents' and Carers' Responsibilities

- To support the School in guaranteeing for **every** child a safe, secure, healthy and happy school in which learning flourishes.
- To support the school when sanctions are given.

Governors' Responsibilities

- To uphold the principles and practice of the Positive Behaviour Policy on behalf of all children, parents and carers, and staff at our School.
- To support the Headteacher as required.

Praise and Recognition

We recognise that praise is one of the most effective means of positive recognition.

Praise can be used to recognise appropriate behaviour, to provide positive reinforcement for good behaviour and to prompt pupils who are choosing to misbehave, to modify their behaviour. We praise children in the following ways

- Verbal praise, either quietly or in front of a group.
- 'Tickled pink' comments in the children's learning journals.
- Values Tickets, linked to our school values awarded weekly in assembly.
- Values certificate and medals.
- 'Ask me why' stickers.
- Good to Be Green postcards and stickers.
- Individual rewards charts.
- Individual certificates.
- Opportunities to attend special event

Good to Be Green

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement. Our reward is based on the commercially available scheme - Good to be Green.

How Good to Be Green is organised:

All the children begin each day with a Green Card. If a child ends the day with a Green Card, 'Good to be Green' success is celebrated at the end of each day in class and we will encourage the children to talk about this at home. Class teachers will have a selection of Good to be Green stickers and Postcards, which can be used to acknowledge consistently good behaviour, as and when appropriate.

Stage 1

Where unacceptable standards of behaviour are seen children are given a '**Stop and Think**' card.

Eg) Children will be given a '**Stop and Think**' card for

- Disrupting another child's learning through distraction
- Not being on task or interrupting
- Not accepting an instruction
- Minor deliberate damage to a child's, an adult's or the school's property
- Disrespectful language to another child or adult
- Unsafe movement around the classroom or school

Stage 2

If unacceptable standards of behaviour continue, a Yellow Warning card will be issued. A warning should be removed after 5-10 minutes if child has corrected their behaviour.

Stage 3

If child does not correct their behaviour, a Red Consequence card is issued. Consequences may include:

- Time out in class
- Loss of play time or lunchtime play, or having to accompany an adult outside
- Repeating unsatisfactory learning until it meets the required standard.

When children behave in an unacceptable way, all staff are expected to deal with them in a calm and consistent manner. Consequences should not be seen as punishment but rather as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour.

Stage 4

If behaviour continues, the severity of the consequence worsens. This may be

- Loss of privileges, e.g. classroom jobs, attending school clubs/ school council, playing for school
- The involvement of the Phase Leader
- Conversations between the class/Phase Leader and parents
- The involvement of the Deputy/Assistant Headteacher

Stage 5

In the event behaviour does not improve, the Headteacher will write to parents informing them and inviting them into school to discuss future management of behaviour. This may include the preparation of an Individual Behaviour Plan or other strategies

Stage 6

More serious incidents will be immediately escalated to Stage 6. The Senior Management Team will deal with any incident of:

- Persistent disruptive behaviour
- Persistent serious misbehaviour
- Stealing
- Significant deliberate damage to another child's or school property
- Physical violence
- Verbal abuse (from first instance reported)
- Bullying (from first instance reported)
- Racist or homophobic incidents.
- Major disruption of other children's learning
- Physical violence resulting in actual physical harm and vandalism
- Leaving the school premises without consent

The Senior Management Team may, after an investigation, decide to:

- Impose a substantial loss of playtime(s) and/or privileges
- Send a formal letter home to the parents or carers requesting a meeting at school at the earliest possible opportunity
- Recommend a period of Internal Exclusion from class, for the Headteacher's consideration.

Stage 7

In exceptional circumstances, the Headteacher may decide to exclude the child from school.

- The authority to exclude is vested in the head teacher, and will be carried out when necessary in accordance with the LA and National policies and guidelines.
- The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body (see guidance on exclusions available in the school office).
- These are sent to parents and carers with the letter informing them of the terms of their child's exclusion. The decision to exclude is always made following discussions by three members of the SMT team
- A PSP (Pastoral Support Plan) will be completed and discussed with parents and their child on return to school.

Tracking Behaviour across the School

The school uses a range of different ways to track children's behaviour. Tracking allows the school to spot any recurrent issues and provide appropriate support. The behaviour management of children in line with this policy is monitored through lesson observations and day to day monitoring.

Communication

- A partnership between home and school is integral to the success of this policy to ensure shared responsibility for behaviour and so that children are given consistent messages.
- Communication within school is very important. Matters related to behaviour are recorded on My Concern, a secure online reporting system that informs staff that need to know about incidents in their Phase/class

At playtime and lunchtimes:

It is recognised that lunchtimes and play times can offer particular challenges when trying to promote positive behaviour in children and specific policy decisions have been made to address these concerns.

- Specific support from teachers and senior management team at these times.
- Clarification of expectation with all staff to ensure appropriate levels of expectation, support and consistency are in place.
- Provision of a variety of play activities, including a games/quiet/indoor area and play apparatus.
- Staff are asked to initiate and participate in play activities helping to structure positive play opportunities for the children.

- Children experiencing behavioural difficulties are given proactive 'coping' strategies to enable them to avoid 'incidents'.
- The school supports a good level of playground supervision where staff are monitoring key areas and intervening where possible to prevent an incident occurring. Staff are informed about current concerns/problems so particular children can be more closely supervised.

Emotional and Behavioural Difficulties

In the case of children identified as having Emotional and Behavioural Difficulties, the school, will make reasonable adjustments to provision and ensure it will do all it can to support children with emotional and behavioural difficulties.

This may include:

- acting in partnership with the parents and/or carers
- working alongside other professional agencies
- developing individual pastoral plans.

Having behavioural special needs does not exempt the child from consequences for misbehaviour.

The use of reasonable force

The school is aware of the 2016 DfE guidance 'Behaviour and discipline in schools' which sets out the guidelines for 'use of reasonable force'. School staff will always act in a proportionate and considered way. The use of reasonable force should be a last resort, and would only be used in extreme situations. Any such incidents should be reported to the Headteacher immediately.

Behaviour Outside School

As set out in the '**Behaviour and Discipline in schools**' guidance DfE 2016, teachers may discipline children for misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Should inappropriate behaviour occur then the school will speak to the child and/or parents. If such behaviour reoccurs then the staff may impose an appropriate sanction, which may include reparation for victims in some form or other

E Safety

The school has an E Safety Policy and Procedures, which set out how staff, parents and pupil awareness is raised regarding issues around safe use of the internet. Regular opportunities are taken in class to remind the pupils about behaving responsibly whilst using the internet. In addition, more formal opportunities are planned to provide staff and families with guidance about internet safety.

All matters relating to E Safety are monitored by the IT Systems Manager, the Computing Co-ordinator and the E Safety Champion.

Consultation

At Ferndown First School we aim to ensure that all parts of the school community have an opportunity to help shape the school's behaviour policy. We aim to do this through discussion with staff and governors, surveying parents and monitoring the views, attitudes and behaviours of the children themselves.

Guidance

Any member of staff requiring support to implement this behaviour policy should speak with their Phase Leader in the first instance.

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policies
- Anti-Bullying Policy
- Inclusion and Equality Policies
- Teaching and Learning Policy
- Marking and Feedback Policy
- Managing Allegations Policy

Associated documentation

- If a child is found to be being bullied or to be a bully specific procedures are followed as set out in our Bullying Policy.

Reference can also be made to:

- Safeguarding Children Policy and Child Protection Procedures
- E Safety Policy
- DfE- Preventing and Tackling Bullying 2011,
- Behaviour and Discipline in Schools – advice for Headteacher's and staff 2016
- Education and Inspection Act 2006
- Screening, Searching and Confiscation Advice for Headteachers 2012

This policy will be reviewed annually. This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

This policy was reviewed in February 2019

Next review February 2020