



Vision

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

Believe to Achieve

'Living life to the full' (John 10:10)

Our School Values:

Koinonia, Trust, Forgiveness, Friendship, Love, Thankfulness,
Respect

All Saints' C.E. (C) Primary School

Positive Behaviour Management Policy

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Definition: Positive behaviour management is a process by which a child's behaviour is improved by using reward, sanction and reflection.

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team.

Mutual support, consistency and communication are an essential component of this teamwork.

PHILOSOPHY

Our core purpose as a Church of England school is to maximise the learning potential of every pupil, in line with our Christian school values and vision. We are committed to creating and maintaining a safe and secure environment in which all learners can progress and flourish. The school seeks to create an environment which encourages and reinforces good behaviour; promoting positive values as life-long guidance to make a valuable contribution to society. We work towards standards of behaviour based on the Christian values of friendship, trust, love, respect, thankfulness, forgiveness and koinonia. All members of the school community are expected to help maintain an atmosphere that supports learning, with courtesy and consideration for others; allowing teachers to teach and pupils to learn. In these challenging times, a positive approach to support each member of the community is even more vital.

AIMS

- To support the safety and well-being of each member of our community
- To encourage good behaviour
- To develop a shared understanding of positive values and acceptable standards of behaviour
- To maintain an atmosphere that supports learning
- To create a safe and secure environment for pupils and staff
- To teach pupils to understand, accept and tolerate differences in individuals

Health and Safety COVID 19

It is necessary for all members of the school community; adults and children, to make adaptations to their behaviour in light of the ongoing COVID 19 pandemic. Adaptations have been made to this policy in the light of these considerations.

British Values

In addition, the school seeks to develop pupils' acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

The successful implementation of this policy depends on full participation of the whole school community.

Expectations of Staff:

All staff are responsible for the safety, well-being, behaviour and discipline of pupils in their charge.

Expected behaviours are:

- A requirement that people who are symptomatic or have been exposed to COVID stay at home and actively engage with NHS Test and Trace
- To immediately inform the school if any member of their household tests positive for COVID, is symptomatic or has been directly exposed to the virus
- Robust hand and respiratory hygiene
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable
- A reduction of contacts through grouping children together in class bubbles, avoiding contact between groups, arranging classrooms with forward facing desks
- To adhere to the staggered start, end and break times
- To follow the one way system (keep to the left)
- To maintain distance from pupils and other staff as much as possible
- Where distance cannot be maintained, staff to wear face masks or visors

In dealing with matters of unacceptable behaviour, staff should always:

- Acknowledge good behaviour
- Support and promote the schools' Christian values of friendship, trust, love, respect, thankfulness, forgiveness and koinonia
- Establish clear boundaries/ parameters for behaviour
- Care for children's safety and well being
- Deal promptly and personally in matters of discipline
- Apply a consistent approach to rewards and sanctions
- Provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning in stimulating and challenging lessons and learning environments
- Teach children respect for themselves, for others and for their environment
- Help children to develop a positive attitude to others regardless of gender identity, sexuality, race and culture accepting diversity of belief, values, age and needs
- Promote self-discipline as a life skill
- To use social media responsibly

Expectations of children:

- Robust hand and respiratory hygiene
- Pupils to maintain distance from other pupils and staff as much as possible
- To follow the one-way system (keep to the left)

- To follow the staggered timetable for the start and end of the school day and for break times
- To avoid mixing outside the bubble, both during lesson and social times
- To use equipment provided by the school and to avoid sharing with peers
- To leave all personal belongings at home
- To wear school uniform, except for days when undertaking outdoor PE when PE kit should be worn to school
- To remember and maintain the school's Christian values of friendship, trust, love, respect, thankfulness, forgiveness and koinonia
- To be prepared to listen and learn
- To behave in a safe way
- To let others, work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property; not to damage, take or misuse the property of other people or the school
- To respect other children's culture, race, feelings, gender identity, sexual identity, beliefs and values
- To work to the best of their ability
- To wear appropriate school uniform
- To follow school rules
- To use social media responsibly

Expectations of Parents:

- To immediately inform the school if any member of their household tests positive for COVID, is symptomatic or has been directly exposed to the virus
- A requirement that people who are symptomatic or have been exposed to COVID stay at home and actively engage with NHS Test and Trace
- Robust hand and respiratory hygiene
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable
- To wear face- masks or visors when entering the school grounds or building.
- To adhere to the staggered start and end times and to follow the one- way system when entering or exiting the school grounds.
- To ensure children are wearing labelled and correct school uniform or PE kit on the days that they have PE
- To promote the schools' Christian values of friendship, trust, love, respect, thankfulness, forgiveness and koinonia
- To let the school, know of any concerns or worries that may be affecting a child's behaviour, to help with an effective resolution
- To attend meetings with a child's teacher and other staff, aiming to be positive and productive
- To support and endorse the school's behaviour policies at home; to encourage a positive attitude towards school

- Help children to develop a positive attitude to and respect for others regardless of gender identity, sexuality, race and culture accepting diversity of belief, values, age and needs
- To discuss any problems with the school as a first resort, and use social media responsibly

REWARDS

Encouragement, praise and reward are an essential part of positive behaviour, and link directly to our school's Christian values.

Verbal praise and encouragement should be used often and, in every lesson, so that positive behaviour is constantly re-enforced.

We expect:

- Good behaviour
- Punctuality
- Respect.

Every class in the school has class rules which are devised through discussion with staff and children. These are agreed and displayed in each class.

EYFS Rewards

Children in All Saints' Foundation Stage are encouraged by verbal praise, positive comments and gestures to progress in their learning and social skills, linked to the school's Christian values. Rewards are given immediately.

Stickers or Star Points (House Points) are given for:

- New achievement
- Special Effort
- High standards of behaviour

Care is taken to ensure that children recognise what the reward is for, and that it is special. Parents are encouraged to complete 'Proud Clouds' and 'I Can' with children's achievements from outside school. Theses are displayed in the classroom and are used as part of ongoing assessment.

Key Stage 1 & 2 Rewards

As in the Foundation Stage, children are encouraged by verbal praise, positive comments and gestures to progress in their learning and social skills. In Key Stage 1 marbles can be earned to build up Golden Time.

House points (between 1 and 5 in any one instance) are given for:

- New achievement
- Special Effort
- High standards of behaviour

In addition to house points, children may be awarded stickers.

Golden Time

Children who have worked hard all week will be rewarded with activities of their choosing. Children who have not behaved appropriately (any instance of Stage 2 or 3 behaviours) will be given adult directed tasks. Pupils can lose Golden Time, but then earn it back.

Merits

Each week two children in every class, from EYFS to Year 6, are awarded a merit to recognise particular effort of achievement in a curriculum area, to recognise school values in action, or to reward positive behaviour. Merits are awarded in class and then shared via SHOWBIE.

Each term, a pupil from each class is awarded an enamel badge for attainment, progress and presentation.

SANCTIONS

Throughout the school, learning school appropriate behaviour is part of the children's personal, social and emotional development. Children will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- To remind children of which behaviours are unacceptable
- To get pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future

Early years Foundation Stage

If a child's behaviour becomes unacceptable, the following procedures are followed:

- Gentle correction, with appropriate language and reason given, followed by early opportunities found to praise appropriate behaviour
- The removal of a child from the activities

If the inappropriate behaviour continues:

- Staff will consult with parents to decide on ways of improving the situation, and formulate a behaviour plan.
- After an agreed amount of time, should the improvement not take place, a re-structuring of the school day may take place
- The parents and staff may complete an Early Help Assessment in order to access support from other agencies

Key Stage 1 and Key Stage 2

Pupils' behaviour	Stage	Positive strategies used as part of classroom management	Notification of parents
<p>Low level disruption, for example:</p> <ul style="list-style-type: none"> • Teasing • Talking out of turn • Shouting out • Avoiding work/ wasting time • Being noisy • Name calling • Arguing • Stopping others from working • Inappropriate comments • Put downs • Constant fiddling • Inconsiderate behaviour • Graffiti on books/files <p>KS2</p> <ul style="list-style-type: none"> • Lack of PE kit • Failure to sign homework diary 	<p>1</p> <p>Dealt with by teacher/ TA/</p>	<ul style="list-style-type: none"> • The look • Proximity - standing near to the student • Non verbal signs • Rule reminders • Giving choice • Change of activity • Clear explanation of required behaviour • Tactical ignoring of behaviour • Group responsibility • Giving verbal warning of consequence • Refocusing • Move seat/review seating plan • Writing name on whiteboard (KS1) • Moving name onto orange, then red circle (if behaviour continues) (EYFS) <p>Consequences:</p> <ul style="list-style-type: none"> • Keep behind at end of the lesson for a chat • Loss of 5 minutes Golden Time/ playtime as appropriate if behaviour continues after a warning 	<p>NO</p>
Pupils' behaviour	Stage	Strategies used as part of behaviour management	Notification of parents
<ul style="list-style-type: none"> • Deliberate or persistent Stage 1 behaviours • Persistent lack of respect • Bad language used between pupils but not directed at a member of staff • Rudeness/arguing/answering back • Refusing to follow teacher's instruction • Resorting to minor physical/ verbal aggression • Minor damage or misuse of the property of other people or the school • Disrespect for other children's culture, race, feelings, beliefs and values 	<p>2</p> <p>Dealt with by teacher</p>	<ul style="list-style-type: none"> • Loss of playtime/ lunchtime • Withdrawal of breaks/lunch to complete work • Note of apology written by the child • Apology to staff • Message to parents via Showbie informing them of behaviour • Note of behaviour recorded in Child's individual record (Scholar Pack) 	<p>YES</p>

Key Stage 1 and Key Stage 2 continued

Pupils' behaviour	Stage	Strategies used as part of behaviour management	Notification of parents
<ul style="list-style-type: none"> • 5 recorded Stage 2 incidents • Swearing at any member of staff • Verbal aggression directed at any member of staff (including swearing) • Physical aggression to fellow pupil(s) • Racist, homophobic or religious verbal aggression • Vandalism • Fighting • Injury to another student • Persistent argumentative behaviour • Threatening behaviour towards staff • Racial abuse • Stealing • Leaving school without permission • Bullying • Bringing the school into disrepute • Inappropriate use of technology/internet 	<p>3</p> <p>Dealt with by Headteacher or Assistant Headteacher</p>	<ul style="list-style-type: none"> • Parents informed by Showbie, phone call or meeting in school • Note of behaviour recorded in Child's individual record (Scholar Pack) <p>Further strategies:</p> <ul style="list-style-type: none"> • Behaviour Support Plan • Early Help Assessment • Timetable modification • Internal exclusion <p>Please see our SEN and Inclusion Policies</p>	<p>YES</p>
<ul style="list-style-type: none"> • Physical assault against a pupil • Physical assault against an adult • Verbal abuse/threatening behaviour against a pupil • Verbal abuse/threatening behaviour against an adult • Recurrent bullying, racist abuse or theft • Drug and alcohol related • Serious and deliberate damage of school or personal property • Repeated, recorded Stage 3 incidents 	<p>4</p> <p>Dealt with by Headteacher</p>	<ul style="list-style-type: none"> • Fixed term exclusion • Referral to Inclusion Panel • Pre-permanent exclusion meeting • Referral to Pupil Referral Unit • Managed move • Permanent exclusion 	<p>YES</p>

Playtime and Lunchtime behaviour

The same philosophy for behaviour management applies at dinner time and playtime, as during the rest of the school day. Positive behaviour can be rewarded with stickers or house points. The Lunchtime Support Assistants will select children with exemplary behaviour.

In the case of unacceptable behaviour;

- If children persist with Stage 1 behaviours, then they are to have 5 minutes out with a member of staff on duty.
- Any stage 2 behaviours need to be recorded and passed on to the class teacher. Children are to be removed from the playground.
- Any Stage 3 behaviours need to be immediately referred to a head or assistant head teacher.

The successful implementation of this policy depends on full participation of the whole school community.

Reviewed: September 2020

Next Review: September 2021