

Positive Behaviour and Relationships Policy

St Monica Primary School



St Monica Primary School
Inspire - Endeavour - Achieve

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POSITIVE BEHAVIOUR and RELATIONSHIPS POLICY

Purpose

This policy has been written to:

- Promote the St Monica 6Cs. (See appendix 1)
- Promote positive relationships for all.
- Promote high standards of behaviours for learning across the school and provide a consistent approach to effective behaviour management across the whole school community
- Promote teamwork and a sense of belonging through school rules, shared expectations and code of behaviour.
- Communicate the school's values and procedures regarding behaviour to parents, staff, pupils and governors.
- Ensure that our approach to behaviour management is firm, fair, and easy to understand and implement.
- Ensure that all staff understand their responsibilities in managing behaviour and following the school's procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Ensure that effective teaching and learning can take place.
- Ensure lessons, break and lunch times are happy and safe.
- Promote positive Social, Moral, Spiritual and Cultural learning (SMSC) throughout the school community.

Rationale

Pupils have the right to learn in an environment free from disruptive behaviour, to know what is expected of them and to receive positive recognition and support. They have the responsibility to follow school and class rules and not to disrupt the learning of others.

We believe that good behaviour is essential in maintaining a secure, safe and happy school where effective learning can take place. We acknowledge that good behaviour and the development of personal and social skills have an enormous impact of children's learning in all other areas. All

members of staff are committed to creating a calm and safe learning environment in which each child is able to develop their skills, talents and experience success.

Our positive behaviour policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on mutual trust and respect.

All staff have the right to work in an environment where they are treated with respect by pupils, colleagues and parents, and the responsibility to effectively manage disruptive behaviour and maintain positive relationships.

In keeping with the principle of inclusion, we believe that there must be an acceptance by both adults and pupils that every child is different. Whilst doing so we also promote high expectations for all. Spiritual, moral, social and cultural guidance and education are at the heart of the St Monica values and aims.

Guidelines

1. The Headteacher and Governing Body have a statutory responsibility to promote good behaviour in the school. They will be supported by all staff in discharging this function. The Positive Behaviour and Relationships policy will be made known within the school and brought to the attention of pupils, parents and staff annually by the Headteacher.

2. Parents are encouraged to work in partnership with the school, and other agencies as appropriate, to promote good behaviour e.g. use of home/school diaries, deployment of the Emotional Literacy Support Assistant (ELSA), Individual Behaviour Plans (IBPs) and school bespoke Individual Education Plans (IEPs).

3. Our main school rules are there to ensure the safety of children and adults and the smooth running of the school. (See appendix 2)

4. Good behaviour and positive attitudes will be promoted from when each child starts at the school in order to establish a strong foundation for good conduct throughout the school.

5. Good behaviour will be encouraged, recognised and rewarded in a variety of ways, including:

1. Giving verbal praise and positive facial gestures including use of Makaton to reinforce positive behaviour, making the right choice, high quality learning and excellent effort
2. Written praise and encouragement through teacher's marking and feedback
3. Giving children the opportunity when appropriate, and whenever possible, to share work with other adults and children
4. Using positive behaviour charts in class (See Appendix 2)
5. Golden Moments Assemblies
6. House points and stickers
7. Specific interventions as agreed with phase leader and Personal Development and Welfare leader (PDW).

Each class uses a system of class rules and charters based on mutual respect and high expectations with language consistent to the whole school approach in order to focus on achieving excellent relationships and behaviours for learning at all times.

6. In the case of poor behaviour, early and prompt intervention is required so that it is clear to the children that their behaviour is unacceptable.

Restorative Practice (The script for use by all staff)

All staff carry the RP (Restorative Practice) questions on the reverse of their lanyards.

In the case of a disagreement/incident between children all staff involved will use the RP questions – first asking them to the child who has been wronged and then asking them to the child who has caused harm.

Restorative Practice Questions

What happened?

What were you thinking at the time?

How do you feel about it now?

Who do you think has been affected and how?

What needs to happen to put things right?

Pupils may choose to apologise but they understand that they must make changes to their behaviour to ensure that it does not happen again.

They will be supported to make the right choice with regards to the sanction/s placed on them.

7. Each class will display and use St Monica Ready to Learn Ladder. All children will begin each day on "Ready to Learn". A child may be moved up or down the chart depending on their behaviour. Children will be represented on the chart by a wooden peg and these pegs will be moved by class teachers only, as appropriate.

8. A staged approach will be used by all staff with regard to the implementation of sanctions.

1. A **reminder** that the current behaviour is not in line with expectations (Equal)
2. A request made to the student to **stop and think** about their behaviour (Student has control)
3. An instruction to **make better choices** resulting in a change in behaviour (Teacher is in control)
4. Informing the child there will be a **consequence and contact made with home**

4a. appropriate consequences are found in appendix 3

4b. Process and expectations for contact with home are found in appendix 4

9. In the case of **persistent low level disruption** a child will be mentored by a member of the leadership team, helping them to see clearly, within the classroom context, how to improve their behaviours for learning.

9a. Following such a mentoring session feedback also be given to the class teacher to aid reflective practise and improve provision for the disengaged student.

10. In a crisis situation, where there is no other effective response to unacceptable behaviour, and a child is at risk of harming themselves or others, physical intervention may be used (please refer to the school's Positive Handling Policy). See Appendix 6

- In extreme circumstances exclusion is possible and the Southampton City Council regulations will be followed.

11. If bullying is reported, the school Peer on Peer Abuse policy will be implemented.

12. At KS2 if children are seen to be aggressive or heard to be using inappropriate language including the term 'gay' then children will be asked to stay behind for 30 minutes at the end of the day to serve a detention. (See appendix 4)

13. In the case of persistent poor behaviour the teacher will work with the leadership team to identify the underlying cause and try to address the problem. Where appropriate this will involve parents and a behaviour evaluation form will be completed in order to determine appropriate actions. SCC

Behaviour Support Staff may be contacted for additional support when deemed necessary by the school.

14. Behaviour management techniques are used including individual work stations, ELSA support, circle time, circle of friends.

15. The children are encouraged to reinforce positive behaviour amongst their peers, are expected to take responsibility for their actions, and have proper regard for all in authority.

Monitoring, evaluation and review

Governors will be informed of any exclusions via the termly Headteacher's report to the governing body, and this draft policy will be reviewed, taking into consideration suggestions from the staff, in June 2019 before the three yearly review cycle begins. .

Appendix 1

St Monica 6Cs

Consistency

Consideration

Commitment

Co-operation

Courtesy

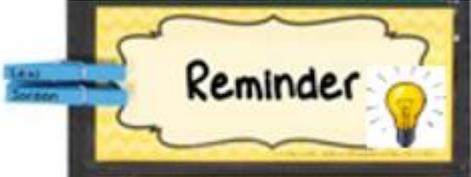
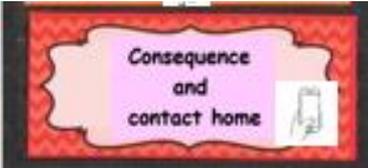
Care

Appendix 2: Positive Behaviour Chart (DRAFT VERSION)



Appendix 3: Appropriate consequences

The following guidance should be used flexibly, according to particular circumstances and the individual needs of children.

Stage	Behaviour characteristics	Intervention guidance
<p>STAGE 1 Initial, visual or quiet verbal warning – preferably out of earshot of others</p>	<p>Infringement: Low Level Disruption</p> <ul style="list-style-type: none"> ➤ Calling out ➤ Disrupting others ➤ Not on task ➤ Talking out of turn ➤ Breaking play area rules ➤ Inappropriate play or use of equipment (e.g. deliberately kicking ball in designated handball space) ➤ Playing in the toilets ➤ Running in school ➤ Climbing on benches or tables ➤ Going into classroom without permission 	<ul style="list-style-type: none"> ➤ Give an initial, quiet verbal or visual warning. ➤ It is preferable to take the child aside and speak out of ear-shot of others whenever possible. ➤ Moved peg to “reminder” 
<p>STAGE 2 Stop and Think:</p>	<p>Behaviour repeated:</p> <ul style="list-style-type: none"> ➤ Initial Warning no impact ➤ Persistent low-level disruption ➤ Distracting others ➤ Invading other children’s games ➤ Persistently ignoring quiet warning ➤ Uncontrolled games ➤ Running in school ➤ Answering back ➤ Rudeness ➤ Thoughtless, loud or messy behaviour at the dining table 	<ul style="list-style-type: none"> ➤ Make it very clear to the child that they need to desist with a negative behaviour and make the right choice. ➤ Warn the child what will happen if they do not calm down, make the right choice and/or desist. 
<p>STAGE 3 Consequences and Contact Home</p>	<p>Behaviour appears to be escalating or not de-escalating:</p> <ul style="list-style-type: none"> ➤ Learning continues to be disrupted for self or others. ➤ Non-compliance with repeated warnings/requests ➤ Answers back, negative attitude ➤ Someone else is prevented from learning/playing ➤ Someone is upset or hurt as a consequence of negative behaviour 	<p>Restorative Practice Questions must be used. Possible consequences include:</p> <ul style="list-style-type: none"> ➤ Hold their hand for a short while (KS1 only). ➤ Standing with an adult for maximum of 5 minutes. ➤ A change in seating ➤ An opportunity to reflect during break of lunch ➤ A chance to formulate an apology ➤ A chance to spend time with the class teacher to engage in proactive relationship building. 

Appendix 5: Teacher Standards relating to professional conduct for behaviour management at St Monica Primary School.

A teacher at St Monica Primary School must manage behaviour effectively to ensure a good and safe learning environment

- They have clear rules and routines for behaviour in classrooms. These are unimpeachably consistent and teacher take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- They have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- They manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Teachers recognise that small steps and attention to the minutia of classroom movement and management will lead to their success in behaviour management.
- They maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. Teachers understand that underpinning all behaviour is the relationship between the teacher and the child. They welcome children, no matter their behaviour, into their care and work with them to drive successful outcomes.
- They are not punitive in thinking and are unwaveringly caring of all children, recognising that all behaviour is communication. Decoding this communication and acting accordingly and with due attention will lead to positive outcomes.

Appendix 6: Use of aggression, offensive language and inappropriate gestures

We are passionate about all our children having positive experiences every day that they are in school. One aspect of school life that we are keen to address is the use of aggressive behaviour, offensive language and inappropriate gestures by a **minority of our pupils**. If we can eradicate this at St Monica it will have an impact on the health and wellbeing of the whole community. Aggressive behaviour, offensive language and gestures have no place at St Monica or in the wider community. Although we record such incidents and deal with them swiftly, we are concerned that our basic measures do not have a deterrent effect on **a few children**.

By offensive language, we mean racist, homophobic and obscene words and gestures. We also mean offensive comments about another child's family.

The following measures apply to **KS2 children** only (Y3-6). Research has shown that most children have reached a point of maturity reach allows them to understand their actions and the consequences thereof. (For children in KS1, where such language is rare, teachers will continue to take action in class, e.g. keeping a child in at playtime). An adult needs to have witnessed the incident in order to action the following:

Step 1 - Children who use aggressive behaviour, offensive language (or gestures) will receive an immediate after-school detention (for half an hour). Parents will be contacted by a member of the leadership team to make arrangements for a late pick up for instances occurring up to the end of lunch. Any incident occurring after lunch will be action for the following day; a phone call must still be made before day's end. The deployment of an after school detention at the discretion of the leadership team once all facts have been provided.

Step 2 - If the offence is repeated within the calendar week, there will be another detention followed by withdrawal of playtimes the following day.

Step 3 - A further offence in the half term will result the same sanction as in step 2 and in parents/carers being invited to a formal meeting. At this stage, further measures may be considered, such as the child missing breaks for e.g. 2 weeks. Class teachers must keep a behaviour record in order to be sure of the appropriate response during the half term. It is at this point that the class teacher through discussion with the PDW lead will complete a Behaviour Evaluation Form.

Step 4 – If all the above measures fail to make an impact, and the leadership team are satisfied that everything reasonable has been put in place to ensure the student’s engagement and success there will be a fixed-term exclusion. We do not expect to reach this point very often.

We fully expect children to argue with each other, sometimes very angrily; this is part of life. However, we know you will agree that it is entirely possible to stand up for yourself without resorting to aggressive behaviour or offensive language. We are also aware that some children use words as part of “banter” amongst friends, but we will not accept this as an excuse. It is entirely possible that a few otherwise well-behaved children may lose their tempers one day and end up with a detention, but there will be no exceptions.

Our job is to prepare our pupils for life in the adult world and the ability to deal with disagreement in a civilised manner is a vital skill which they must acquire. These are skills which are taught and learned, the children will not arrive at them accidentally or through exclusively punitive action. We have very high expectations of all our pupils and they rarely let us down. Visitors constantly remark on the friendliness and good manners of St Monica children, so we owe it to them to eradicate these bad habits. This sort of language can create an aggressive and intimidating atmosphere and can lead to children feeling unsafe. We will not tolerate this and our success relies on the consistent application of this draft policy by all staff at all times.