

ALTRINCHAM C.E. AIDED PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Mission Statement

To work in partnership with parents and the churches to nurture children in the Christian faith and to provide them with the best educational opportunities.

ETHOS

The behaviour policy at Altrincham C.E. School is a statement of good practice that covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Named teacher (Behaviour Monitoring) Mr. Inglis (Headteacher)

AIMS

- To encourage adherence to an agreed set of principles of behaviour by pupils.
- To support effective teaching and learning
- To contribute to mutual respect where all people in the school are valued, respected and safe.
- To gain the agreement and support of teachers, non-teaching staff and parents.
- To provide a happy atmosphere in which both staff and parents work together for the welfare of the children, and where the children are pleased to adopt certain standards of behaviour and Christian values in developing a sense of self-discipline and an acceptance of responsibility for their actions.
- To encourage children to be polite, well mannered, helpful to each other, and to become good citizens.

GENERAL PRINCIPLES

- We operate a positive behaviour policy. This means that children will be rewarded for their good behaviour.
- Praise is a crucial element in the development of positive self-esteem and encourages an atmosphere which included being valued and respected. This, in turn, demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising where possible, and the setting of a good example by both staff and parents.
- The general standard of behaviour in school has to be a collective responsibility of the whole staff.

IMPLEMENTATION

This policy will be introduced following consultation with teaching staff, ancillary staff (including midday supervisors) pupils and parents.

The pupils discuss bullying and positive behaviour in a range of settings and set questions about it in curriculum time and is the focus of some class assemblies (Key Stage 1 and 2). As part of their homework, they can discuss the bullying focus with their parents. The school council will also discuss the school bullying policy.

OBJECTIVES

- To enable staff to know what to do when an incident is reported. Everyone will act consistently.
- To develop opportunities to promote the policy: during assemblies and collective worship; tutorials, projects, role plays or stories can indicate what pupils can do to prevent bullying; literature, historical events or current affairs might be chosen to reinforce the anti-bullying approach.
- Direct action should remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. Involving parents early is essential, and they might wish to involve the police as necessary. Keep accurate records of incidents - and the school's response - to help with proceedings and protect the school from legal action.
- It is essential to follow-up after an incident to check that the bullying has not started again.
- General, unacceptable behaviour (e.g. distracting children at work) – the school response is identified within the positive behaviour policy.

PRAISE AND ENCOURAGEMENT SHOULD BE USED AS MUCH AS POSSIBLE

Praise can be given in a number of ways and could include any of the following:

- ❖ A quiet word of encouragement
- ❖ A positive written comment on the child's work
- ❖ A visit to another member of staff, and head, for commendation
- ❖ Praise in front of a group, class or the whole school
- ❖ Acknowledgement by presentation at an Assembly or by giving some special privilege
- ❖ Display of work
- ❖ Inviting parents to see work on occasions rather than formal Open Evenings
- ❖ A letter, or word, to parents informing them specifically of some action or achievement deserving praise (in contrast to letters being sent only when something has gone wrong).

Rewards (The positive side of discipline)

- In our school's behaviour system we aim to emphasise the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment.
- When we do have to criticise we attempt to be constructive by giving advice on how to improve.
- We believe that the majority of pupils will respond to encouragement and that a good reward system is essential for progress.

Playtime Behaviour

- We do not spoil other children's games
- We do not climb on fences or walls
- We do not tease, irritate hurt or pull other children's clothes (no hitting or biting)
- We speak to everyone in a way that will not upset them
- We are fair with each other in all our games
- We follow adult instructions immediately
- At the end of playtime line up quietly. (juniors stand still at the end of morning and afternoon breaks)

Classroom Behaviour

- We will, speak to everyone in a way that won't upset them
- We will, follow adult instructions immediately
- We play only in areas where there is adult supervision.
- We leave the building for playtime promptly.
- We will, take care of books and equipment.
- We do not disrupt the teaching and learning of other pupils.
- We, put up our hand if you need any help.
- We, keep our hands and feet to yourself.
- We are helpful to visitors.

Procedures

The actual sanctions that we can apply towards the children are limited, but hopefully the following framework will provide support for us all in dealing with negative/disruptive behaviour.

Stage 1

- The classroom teacher has to take the initial responsibility, set out clear guidelines for acceptable behaviour in the classroom, around school and entry from playground.
- Team points are awarded and removed at the discretion of the teacher.
- KS2 – 2 warnings in one day (verbal warnings)
- KS1 - Verbal warnings and Behaviour Charts.

Stage 2

- If a child's behaviour continues to be a cause for concern then the child's name and details of the incident should be entered on a Behaviour Incident Form
- Key Stage 2 Red Cards – Go in Time Out Book
- Key Stage 1 – Miss 5 minutes play. The child may have to stay close by the duty playground staff.

Stage 3

- Parents will be notified of Stage 3 behaviour incidents and a meeting arranged where positive behaviour objectives will be discussed.
- A third entry (Time Out), per half term will warrant the parents being informed of the child's anti-social behaviour and the withdrawal of all break times for one week. During which time they will be given a task to complete.
- Repeated negative/disruptive behaviour in the playground will result in the child's exclusion from school during the lunchtime break for a given period.
- If the above structure does not have the desired effect of improving an individual's behaviour then the L.E.A exclusion policy will be followed.
- Unsatisfactory work or behaviour may prompt the withdrawal of privileges and enjoyment of activities.
- Where a child's behaviour presents a health and safety risk (with regard to activities and trips) following a meeting with the head teacher a decision whether the pupil will participate or not, will be made having considered levels of support available.
- Key Stage 2 - 3 time out incidents in 6 weeks – Parents called in
- Key Stage 1 – liaise with parents – Home School Book

Monitoring

Monitoring by a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective.

Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

Through the annual school policy review new initiatives and needs will be identified.

Evaluation

Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy - at least once every school year.

Staff will endeavour at all times to set a good example by ensuring that they speak to children in the correct manner, having regard for equal opportunities, and deal with any problems in a fair and understanding way.

This Positive Behaviour Policy may be considered alongside the Home-School Contract, Anti-Bullying and Anti-Racism Policies.

Bullying Definition

“Deliberately hurtful behaviour (including aggression) repeated often over a period of time difficult for victims to defend themselves against”

Bullying can take many forms, but three main types are:

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, includes e mails and texts, cyber bullying.

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

(Racial Equality Policy/ Inclusion Policy/ Equal Opportunities Policy)

A range of strategies is available to deal with incidents:

- That the school's anti-racism policy refers explicitly to racial harassment put in place effective recording systems e.g. an incident book containing the name of perpetrators
- Be aware that even young children can understand the consequences of their actions
- Listen carefully to pupils and provide opportunities for them to express views and opinions
- Multi-agency working with police, and support services
- Involve parents and the wider community
- Theatre-in-education groups to raise awareness and find solutions

Sexual bullying impacts on both genders. In general, sexual bullying is characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material, graffiti with sexual content in its most extreme form, sexual assault

Agreed strategies to help deal with it include:

- Refer to it explicitly in the school anti-bullying policy
- Record incidents in a separate incident book
- Develop understanding of gender relations and suitable strategies through staff training
- Explore sexism, and sexual bullying, through the curriculum
- Recognise and challenge sexual content within verbal abuse
- Use single-sex groupings to explore sensitive issues
- Ensure that the school site is well supervised, paying attention to areas where pupils may be vulnerable.

Strategies for reducing such bullying include:

- Including it in the school's anti-bullying policy - so pupils know discrimination is wrong and the school will act
- Covering it in INSET days on bullying in general
- Challenging homophobic language
- Exploring issues of diversity and difference - discussing what schools and society can do to end discrimination
- Exploring pupils' understanding of their use of homophobic language - they may not understand the impact

Pupils with **Special Educational Needs** or **disabilities** may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Strategies include:

- Teaching assertiveness and other social skills
- Peer mentoring
- Teaching victims to say 'no' or get help
- Role-playing in dealing with taunts
- Providing special resources playtimes and lunchtime

Policy monitoring and evaluation.

This policy will be reviewed a consultative process which includes teachers, governors, parents and health professionals.

Dissemination of the policy

All staff members, governors, and the school nurse will receive a copy of this policy. It is available for parents to view on the school website / copies from the school office.

School Governors' Equality Statement:

Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.

EQUAL OPPORTUNITIES/ INCLUSION

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds.

The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed.....date

Signature of Head teacher.....

Signature of Chair of School Governors.....