



Harden Primary School

Positive Behaviour Policy

September 2018

## Introduction and Rationale

- This policy outlines the purpose and nature of the school's positive approach to behaviour management.
- The implementation of this policy is the responsibility of all the governors, staff, parents and children. **Visitors, volunteers and guests** will also follow the policy. This policy will also include extended areas of the school day, such as sports clubs and events in and out of school.
- We lay great emphasis on our core values and on being the **best person** we can be; positive behaviour for learning will be rewarded and is actively encouraged.
- At Harden Primary, we work to create a caring, inclusive community in which we can provide for the social, emotional, spiritual, academic and physical needs of all our learners, regardless of status, gender, race or ability. We look for and encourage positive behaviour and accept that rules, routines, rights and responsibility are an integral part of a caring school community.
- We believe that all members of the school community have **rights** and we encourage all in the school to take personal **responsibility** for their attitude and actions when adhering to rules and routines.
- The governors, staff, parents, children, volunteers and visitors all need to work in partnership to encourage excellent behaviour and will promote and follow Harden's Home: School Agreement.

## Implementation

- In implementing this policy, we aim to encourage children to develop a positive approach to life. We strive to take account of community, family and cultural backgrounds of children in school and to be sensitive to them. We see community involvement as a two way process in which different viewpoints are considered and respected. Whilst certain behaviour may be deemed unacceptable this will be explained to the child in a positive manner.

## Rewards

KS1 are awarded stickers and KS2 are awarded raffle tickets for:

- achieving their targets on their target cards.
- doing their best homework.
- reading well when reading in a group or to an adult.
- trying hard with all work.
- Demonstrating good learning behaviours
- Having good manners and being polite

And at lunch times children can be awarded a lunchtime award or raffle tickets for:

- helping each other at lunch times.
- helping to tidy up.
- Having good manners and being polite
- Playing well with others

**Class rewards** Each class have their own class reward system. Each class can get a class reward for working together on class targets.

When we have collected enough reward points as a class we choose a treat.

**Exclusion** There may be times when the behaviour of a child becomes so extreme that measures beyond the schools normal procedures need to be taken. It is then that the Exclusion Policy may need to come into action. (See exclusion policy)

**SEN** Children with Special Educational Needs may follow an agreed individual behaviour plan as an extension of the behaviour policy to support that child's individual need. In some cases, variations to the positive behaviour policy may be needed to ensure the school is making reasonable adjustments for children with particular behavioural needs.

**Positive Handling** We have a positive attitude to behaviour management. Staff are trained to manage inappropriate behaviour using positive de-escalating strategies. However, in exceptional or extreme circumstances positive handling techniques may need to be applied to prevent injury to themselves or others, damage or disruption. (See Positive Handling Policy)

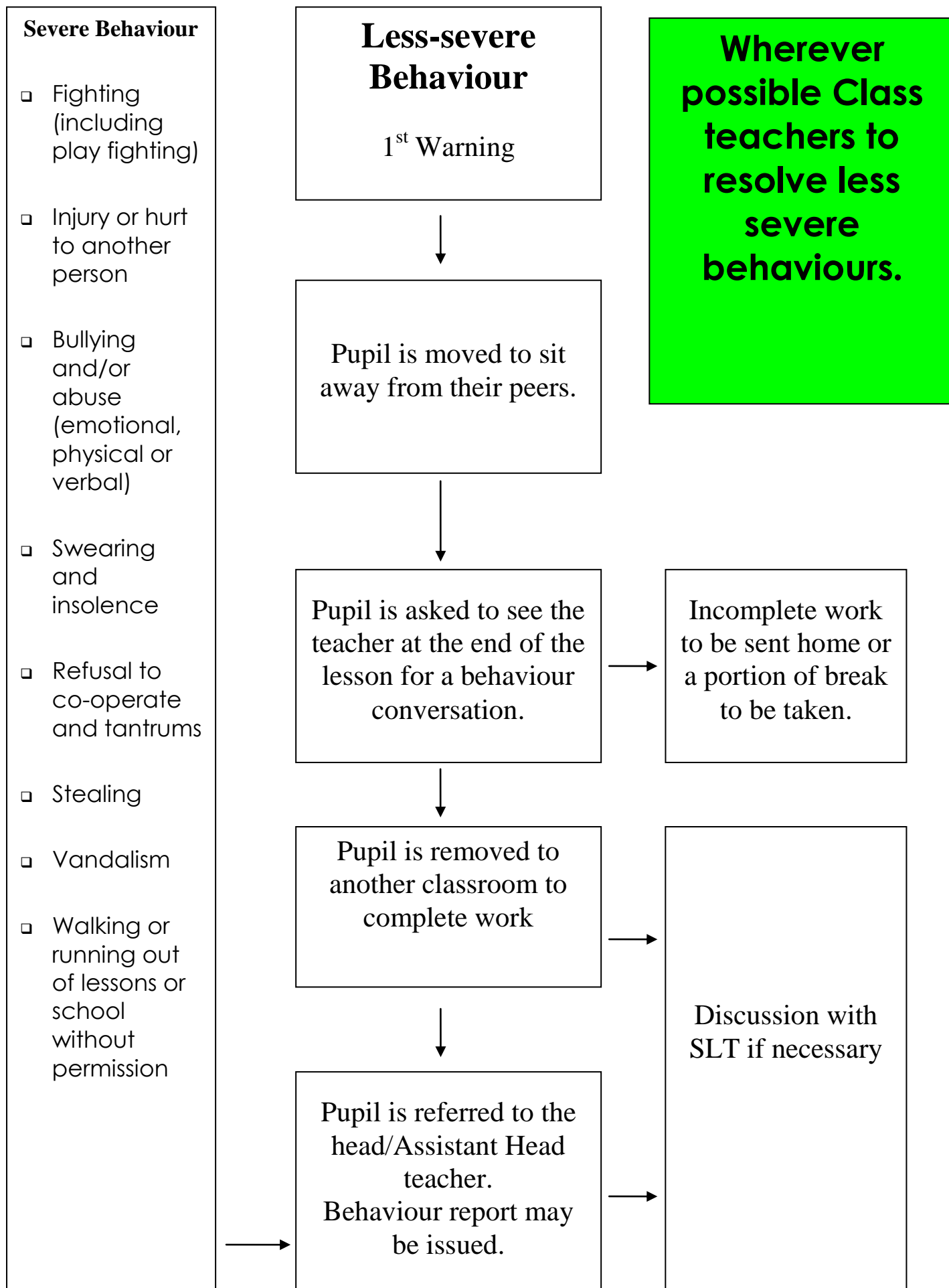
**Responsibilities**

Teachers award responsibilities appropriate to the age of their pupils e.g. monitors, librarians etc and ensure that the responsibilities are fairly shared.

**Monitoring, Evaluation and Review**

The effectiveness of this policy will be monitored, evaluated and reviewed by the school council, Staff, SLT, and Governors. The number of children committing severe breaches of rules will also be considered. In addition, pupil and staff experience will also be taken into account, as will any feedback from parents eg from parent questionnaires, parent forum discussions etc.

# Behaviour Policy Flowchart



# Behaviour Policy Flowchart (lunchtimes)

## Severe Behaviour

- Fighting (including play fighting)
- Injury or hurt to another person
- Bullying and /or abuse (emotional, physical or verbal)
- Swearing and insolence
- Refusal to co-operate and tantrums
- Stealing
- Vandalism
- Spitting
- Walking or running out of lessons or

## Less-severe Behaviour

1<sup>st</sup> Warning

Pupil has behaviour discussion with midday supervisor/teacher on duty and has 2 minutes time out. If pupils become unco-operative or cheeky this changes to 5 minutes.

Pupil is referred to the SLT at lunchtimes to discuss issues and then sent back into the playground or consequence given if necessary.

Pupil is referred to the head/deputy head teacher.  
Behaviour report may be issued

**Wherever possible  
Midday supervisors resolve less severe behaviours.**

## Behaviour Policy

### How to deal with any incident

We recognise that this can be fraught with difficulties. The Teaching and non-teaching member of staff is forced into numerous roles - investigator, judge, jury, counsellor/supporter and social educator. You have knowledge of the child and preconceived ideas about his/her behaviour.

1. **Try to stay calm so that the children can see you are in control.**
2. If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident. It also lets the pupils know that something is about to happen.
3. Do not be seen to jump to conclusions and retain sufficient control to avoid everyone talking at once.
4. Listen well - this shows that you are a 'fair person' and one deserving respect.
5. Do not be side tracked – focus on the primary behaviour - ask a question several times if necessary in order to get the appropriate response from a child.
6. Use eye to eye contact and a place where you are unlikely to be disturbed.
7. Maintain a positive tone of voice; avoid sarcasm and direct personal criticism. Focus on the behaviour and not the child. Some children may actually try to live up to labels applied to them.
7. Do not make threats that cannot or will not be carried out.
8. Consider using a strategy that will give the child time to calm down. It will also provide an opportunity to deal with others involved, maybe treat an injury, without giving the impression that someone 'has got away with it'. It also shows that the supervisor can cope with the situation.
9. Look for a solution that shows you are fair minded and reasonable – use of positive alternatives may be sufficient without resorting to involvement of class teachers. In the majority of incidents, it should be class teachers who bring in Senior Managers.
10. Summarise what you have heard and use open questions e.g.  
Who was there?  
What happened next?  
Avoid 'Why' questions.
11. Empathise with feelings and allow free expression of emotion.
12. Inform the victim of what you intend to do but do not make promises you cannot keep.
13. Incidents should always be reported:
  - o To the class teacher and/or learning mentor.
  - o If the incident is serious, this should be reported to a member of the SLT.