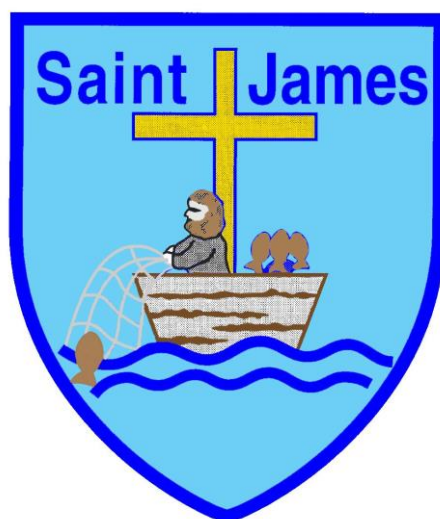


Altham St. James C.E. Primary School



Positive Behaviour Policy

Blackburn Diocese
Altham St. James C.E. (A) Primary School

Positive Behaviour Policy

Our mission statement is at the heart of all we do:

- Always be the best you can be
- Respect the world and everyone in it
 - Love, forgive and reconcile

John 15:12 "Love each other as I have loved you"

At Altham St. James we aim to provide a balanced and high quality education for all pupils, to ensure that educational, moral and spiritual development will give them a sound basis for life. We believe a supportive and caring environment for all members of the school community, based on the example and teaching of Jesus Christ is essential. We offer the children the opportunity to develop self-discipline, and expect and encourage high standards of conduct.

Aims

- to create a positive and purposeful atmosphere in which children are able to take full advantage of the learning opportunities presented to them
- to foster positive caring attitudes towards others where achievements at all levels are acknowledged and valued
- to encourage increasing independence, self-discipline, self-efficacy and resilience
- to develop an awareness of right and wrong and make clear boundaries of acceptable and appropriate behaviour
- to develop an awareness that our behaviour affects others
- to encourage a caring attitude towards the environment
- to maintain a consistent approach in dealing with behaviour with parental co-operation and involvement
- to encourage mutual respect towards pupils and all members of staff and visitors to the school
- to follow legal and procedural guidelines

1. Expectations

To enable this policy to be effective there are expectations that all should be aware of certain groups within the school and community.

School staff are expected to:

- create a safe and pleasant environment, physically and emotionally
- be good role models for promoting positive attitudes and behaviour
- ensure that volunteers are aware of this policy
- treat all individuals fairly and with respect valuing all levels of achievement
- form good relationships with parents so that children can see the key adults in their lives are sharing common aims
- establish and maintain a consistent approach to class management throughout the school in line with school policy
- complete reflective/restorative sheet in Behaviour Management file

Pupils are expected to:

- Do their best
- Contribute to their own learning
- Treat others, their belongings and their environment with respect
- Show consideration for others
- Consider the effects of their actions on others

Parents will be expected to:

- form good relationships with school based on mutual respect, for the benefit of their child.
- be aware of the school rules and expectations and support them

2. School Rules

These are displayed around school and in classrooms. Children are reminded of them regularly.

1. Always be the best that you can be.
2. Respect the school and everyone in it.
3. Be ready to learn and manage your distractions.

3. Rewards for Positive Behaviour:

Children respond well to a system which recognises their positive behaviour. We have whole school systems and individual class systems.

Whole school systems:

- Good to be green:
A traffic light system is used throughout school. On a Friday, children who remain on green all week will receive a 'good to be green' sticker and earn ten minutes 'golden time'.
- Great to be gold:
As part of the traffic light system, children who do something special can move to 'gold'. These children will receive a gold sticker at the time of being 'put on gold.'
- Class Certificates:
Teachers award certificates in Friday's worship, on format provided. Postcards are sent direct to pupil's home
- Verbal praise
All staff verbally praise children for positive behaviour.

Class systems:

These depend on the individual class and can include-

- Giving a pupil a responsibility
- Achieving marbles/raffle tickets/moving up a ladder
- Going in the prize box

4. Sanctions for Unacceptable Behaviour:

Through PSHE (the Chimp model and Building Learning Power) we encourage self-efficacy. Children are encouraged to understand how they feel, think, motivate themselves and behave. A holistic approach to allow each child to become a resilient learner: to make good choices, notice what a good learner looks like and consider acceptable behaviour. We encourage positive behaviour, consider all reasons for challenging conduct and will tailor learning styles and the environment to help the child thrive.

1. Traffic light system used.
 - All children start on green at the beginning of each session
 - (Good practice prompt) Calm reminder of expectations
 - After appropriate reminder, children move their name to orange

- If ignored, children move their name to 'reflective red' – this means they will be given opportunity to reflect and discuss at the earliest opportunity e.g. immediately or next break. The child will complete a restorative form (see appendix) which will be filed in Headteacher's office
- Reds are 'flagged up' to the Headteacher
- If concerns, parents will be contacted to discuss their child
- Children who go on red will not earn 'Golden Time'

Exclusion

Exclusion will be considered if a child shows repeated extreme behaviour.

If exclusion has to take place:

- The Headteacher will speak to the parents as soon as possible discussing the reasons surrounding the exclusion and the arrangements (e.g. length, study provided etc)
- A formal letter is sent out to the family, which includes advice and return to school date
- An advice leaflet is included with the letter
- The Headteacher will meet with the child and parent(s) upon return to school
- The Headteacher will complete relevant documentation within school and for the Education Authority
- The Headteacher will keep the Governing Body informed about exclusions
- Back to school meeting

5.Play times/lunchtimes

- Lunchtime staff award certificates for kindness
- Lunchtime staff will have gold stickers to award
- Lunchtime staff will oversee a zone and facilitate positive play

Sanctions:

1. Staff to approach child in a calm, positive manner
2. Children given time to calm down/ sit before restorative practice begins
3. Restorative practice used:
 - Children brought back together and each given time to explain what happened whilst everyone listens
 - Adult asks questions such as:
 - What happened?
 - Why did you do that?
 - How did you feel?
 - What should we do now?
4. Where appropriate, loss of privilege for individual/ matter escalated if necessary
5. If necessary, teacher/ Headteacher informed
6. A meeting with parents about their child's behaviour (this may occur earlier if felt it would improve a child's behaviour)
7. Fixed Term -exclusion procedures (as before)

6. Special Educational/Behavioural Needs

Strategies for identifying pupils in need of behavioural support:

- Nursery information and records.
- Baseline Assessment in Reception.
- Keeping a log of behaviour and chronology of action.
- Home school diary
- Behaviour charts split into 7 sessions during the day

- Consultation with parents.
- Self -assessment (with older children).

Support for children experiencing behavioural difficulties

Children with special needs regarding their behaviour require individual and specific attention. They will also receive support by:

- An individual learning plan with targets that are clear, specific, gradual and achievable
- Support will be given and parents will be signposted to outside agencies for support as is necessary

Review/Success indicators

- Are children, staff and parents aware of the school's expectations of behaviour?
- Are high standards of behaviour maintained?
- Are the children and adults respectful of each other? Is everyone in the school respectful of each other?
- Is there a consistent approach throughout the day?
- Is the school environment being cared for?
- Are children encouraged to resolve their own disagreements initially and take responsibility for their own actions?
- Are the children able to develop an awareness of right and wrong appropriate to their age?
- Do we deal with a child's inappropriate behaviour whilst still valuing the child?
- Are legal and procedural guidelines being followed?

The policy will be reviewed annually.

This policy should be read in line with:

- Health & Safety Policy
- PSHE Policy
- Equal Opportunities Policy
- Care and Control Policy (reasonable force)
- Anti-Bullying Policy

Date reviewed: September 2023

Signed: *C. A. Woods* Headteacher