



Positive Behaviour Policy

June 2006

Trouble in the playground

Today there was trouble in the playground,
I had a fight in a football game,
I accidentally turned around and elbowed a boy,
I'm not sure of his name,
He thought it was a start of a fight,
I thought it was just part of the game,
Now, I'm not sure who was right,
But it seems I got the blame.

By Callum Connelly
Aged 10



Process of developing this policy

This policy has developed over a period of time involving all Infant school staff, lunchtime supervisors, governors, parents (Whispa), and children of Wheatfields Infant School.

The current policy is being adopted by Wheatfields Primary School.

During the Autumn term 2006 all stakeholders will be involved in the creation of a new Positive Behaviour Policy for Wheatfields Primary School.

Our Behaviour Policy

This behaviour is closely linked with Personal Social Health Education and Citizenship. (P.S.H.E.)

The **school ethos** is for school staff, governors and parents to work together to create a caring and friendly atmosphere. This eases the child's move from home to school, making it a happy and positive experience. We believe that the active participation of parents and members of the community is vital to the life and work of the school.

The broad aims of the school are: -

- To enable the child to realise his/her potential, through the acquisition and development of the necessary skills, concepts and knowledge.
- To foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child.
- To provide an ordered, stimulating environment, which is meaningful in the context of children's experience.
- To foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or mental.
- To enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community.
- To foster good manners, self-discipline and awareness of the needs of others.

Aims for the Policy

- To be consistent and fair to everyone in school regardless of sex, creed and ability.
- To teach the children what is acceptable social behaviour and to teach them the necessary skills.
- Emphasise and reward positive behaviour whilst dealing with inappropriate behaviour.

Aims for the children

- To value and appreciate one another irrespective of age, gender creed or ability.
- To be polite and courteous at all times.
- To work cooperatively with others.
- To listen to each other.
- To foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.
- To develop a strong feeling of self worth.

Rules

In Wheatfields Primary School there are;

- Class rules
- Whole School Golden rules
- Playtime rules
- Lunchtime rules

These rules are taught thematically, formally and informally in each class and in some whole school assemblies. Examples of rules and routines are discussed and demonstrated in a class situation and whole school setting. The children are encouraged to discuss the rules with each other. It is ensured that pupils understand the rules through discussion and questioning. When children comply with the rules praise is frequently given.

Class rules

At the beginning of each school year individual class teachers discuss with their children what rules they wish for their class in order to provide a happy working environment. Once agreed these are displayed in each class and reviewed and changed if necessary each term.

Whole School Golden Rules

The School Council will review these every year.

At the present time there are Golden School Rules, which have been discussed and updated by the representatives from each class who are on the school council. These have been shared with all the children in the School and the Golden Rules are displayed around the school.

There are blue dinosaurs displayed in KS1. These dinosaurs remind us to walk quietly around the School.



Wheatfields Golden Rules

We listen to people, we don't interrupt.
We are honest, we don't cover up the truth.
We are kind and helpful, we don't hurt anyone's feelings.

We are gentle, we don't hurt others.
We try to work hard and we don't waste time.

We look after property, we don't damage things.

If we remember these golden rules we will have a happy school.



Playtime rules

Playtimes are whole school playtimes for the children to play, interact in a happy, safe environment .

The children are aware of the rules for playtime; these are displayed in the nurse's room window in KS1. If a child is hurt or upset they are encouraged to tell an adult who will deal with the injury.

Our playground rules in KS1are; -

1. Show care and consideration for others. (At the beginning of the school year the older year 2 children are encouraged to look after the new reception children)
2. Play happily together.
3. Keep off the grass when it is wet
4. Sensible games are to be played.
5. Do not stand on the sandpit cover

Any inappropriate behaviour noted by the duty teachers and mid-day supervisors is recorded in an incident book. This is so that behaviour can be monitored and any early signs of bullying behaviour, either verbal or physical, can be dealt with promptly in line with our anti-bullying policy.

Lunchtime rules

It is felt that lunchtimes are a social time where good manners and behaviour are expected. Members of staff reinforce these regularly.

We expect the children to:

- Walk around the hall / classroom quietly.
- Keep food over their lunchbox and clear their plates into the bowls provided at the end of their meal.
- Be polite to their peers and adults.
- Sit at the table nicely and use cutlery correctly.
- Use their partner voice and put their hand up if they wish to speak to an adult.
- Leave the hall / classroom without messing around and go straight outside on to the playground.
- Play sensible games in the playground.
- Be kind to each other.

If we remember our lunchtime rules, dinner times will be a happy time.

Award stickers are given to encourage good behaviour on the playground during the lunch break.

Expectations of children/ of adults in school / of parents

- For self esteem to be promoted from a positive behaviour policy
- For incentives to be offered for achieving objectives set i.e. smile, praise stickers.
- For rules, rewards and sanctions to be fair and consistent.

Strategies

How we promote good behaviour

- Offer a good role model
- Smile
- Whole body language
- Encouraging children
- Show respect for children and speak to them in a polite, reasonable way.
- Listen to children and encourage them to listen to each other.
- Set individual targets for behaviour when necessary.
- Reward children for meeting targets.
- Use class circle times to discuss school rules and related issues.
- Ensure rules are understood.
- Have high expectations.

Rewards and Incentives

Staff offer the following rewards and incentives at the moment.

Consistently

- a) Offering a good role model as example,
- b) Offering encouragement - Teacher to child, child to child, to group, individual or whole class,
- c) Sharing good work with other members of staff.

In addition to these teachers may use any of the following –

- Giving stamped stickers for good work, effort or behaviour,
- Good work stamped with reward sticker,
- Reward certificate for effort or achievement

How we deal with inappropriate behaviour

Teachers avoid confrontation with other adults and children. Reminders about the rules are frequently given.

Strategies which may be followed are as follows: -

- Facial expression
- Tone of voice
- Rule reminders

Sanctions which may be followed are as follows; -

- Discussions 1:1 with the child
- Moving the child to a different seat
- Adapting the task
- Time out – outside the classroom or in a parallel class
- Involving another adult – in class, another teacher, Deputy Head Teacher, Head Teacher talking to parents
- Continuous inappropriate behaviour will result in the child being sent to either the Head –Teacher or Deputy Head Teachers. A letter sent home or parents will be telephoned and asked to make an appointment to discuss their child's behaviour.
- Individual Behaviour plans
- Exclusion
- We will not detain pupils after school but a child may miss a playtime or part of a lunchtime – for example, to complete work or because of inappropriate behaviour (see above).

This list is for guidance but teachers will use their professional judgement.

We recognise that there are certain strategies we have to use for certain children, such as a behaviour contract agreed between home/school; or use of an Individual Education Plan (IEP) or Behaviour Plan (BP). We follow the guidelines set out by the County and the DfES Code of Practice.

Where it is apparent that a child frequently exhibits inappropriate, antisocial behaviour the class teachers discuss their concerns with the parent, and seek advice from the team leader and Special Needs coordinator.

If your child repeatedly misbehaves the Head Teacher will ask you to come in to discuss strategies.

Once a behaviour programme has been worked out it is shared with the parents and recorded on an IBP – Individual Behaviour Plan that is regularly reviewed and updated.

The Special Needs coordinator may in turn seek advice from outside agencies i.e. the Educational Psychologist may become involved. Parental permission and support will be sought before involving the outside agencies and parents will be kept regularly updated and informed.

The circumstances and needs of each child will be taken into account at all times and parents will be kept informed and updated.

Children whose behaviour falls outside our general behaviour strategies will need a more detailed programme, which would be discussed with parents.

Bullying

**‘Bullying is a behaviour which can be defined as the repeated attack – physical, psychological, social or verbal by those in position of power, on those who are powerless to resist, with intention of causing distress for their own gain or gratification.’
Bullies and victims in schools – Besag V. (1989)**

All school staff will investigate all reported incidents of bullying.
We consider that pupil safety and happiness is of utmost importance.
Any reports of bullying will be carefully investigated and duly dealt with.

Strategies for dealing with bullying-

Observations will be made at playtimes by staff on duty. Inappropriate behaviour will be recorded in the behaviour book, which is kept in school. The incident will be reported to the Head Teacher.

The child who is bullying

- Will miss playtimes
- Will have a behaviour booklet, which will be filled in by a member of staff on duty.
- Will be encouraged to reflect on their behaviour.
- Parents will be kept informed.

(A full copy of our anti-bullying policy is available for parents to view on request.)

The role of parents is important in reducing any incidents of bullying.
Please help by encouraging your child to tell someone at school if they are being bullied.
Please encourage your child to respond to other children in an assertive way.

Positive Handling

The School follows the guidelines set out by the County. Parents will be informed and a qualified instructor will train relevant staff. Within school we have staff that have up to date training in Positive Handling.

Equal opportunities

At Wheatfields Primary School we have an Equal Opportunities Policy in which we state our intention to ensure that everyone is offered equal opportunities.

This includes the employment and training of staff, admissions and the children's access to the curriculum. We believe it is our duty to promote equal opportunities regardless of gender, racial or cultural differences or differences arising from special educational needs.

Within our curriculum policies we bear in mind the following objectives:

- To ensure high quality education for all pupils in all curriculum areas.
- To support the development of personal and cultural identity.
- To prepare the children for full participation in society.

These objectives underpin the School's approach to all aspects of its delivery of the curriculum.

Racial harassment

There are many ways of defining racial harassment. It is similar to bullying both in the relationship between the person targeted and the person committing the racial harassment.

Racial harassment exists when any child is

- Made fun of because of their race, cultural difference or the colour of their skin.
- When they are called racist names.

Any racist incident will be taken seriously and dealt with immediately, following the same procedures as for bullying incidents, and has to be reported to the County.

Exclusion

Wheatfields Primary School follows relevant County and DfES guidelines for exclusion. We believe in including all children in school and would only consider exclusion as a last resort in response to serious breaches of the behaviour policy.

Only the Head Teacher can exclude a child from school. Exclusion will not be a heat of the moment decision, unless there is immediate risk to the safety of others or to the child concerned. (For full details parents may view the County guidelines)

The Environment

We recognise that the environment makes a difference to behaviour. We aim to encourage positive self-esteem by showing the children that we respect their work by displaying work appropriately. Children are encouraged to take care of the environment and to respect the rights and property of others. As a staff we are aware that it would be beneficial if alterations were made to the play area and the development of the play areas is part of the school's long-term development plan.

Self Esteem

It is hoped that by following a Positive Behaviour Policy and by recognising acts of consideration, older pupils caring for younger ones, teaching time devoted to issues of mutual respect and good behaviour brought to parent's attention, that pupil's self esteem will be enhanced.

Strategies for promoting self-esteem

- Circle time, class discussion that promotes children's self esteem and confidence.
- Games, which encourage turn taking.
- Games which encourage speaking and listening.
- Talking about strengths to individual children.
- Offer praise whenever possible.
- Allowing time for children to express themselves and to talk about feelings.
- Encourage children to support each other and be willing to help others in difficulty.
- Avoid situations where failure is inevitable.
- Encourage children to take responsibility.
- Be fair and consistent.
- Admonish or discipline a child away from the others whenever possible.
- Work closely with parents and people at home.

Child Protection

Teachers are aware of children of whom there are concerns regarding child protection. They will follow school procedures and case conference recommendations regarding these children.

If during school activities disclosures are made to any member of staff the County child protection procedures will be followed.

Our school prospectus says 'It may be helpful to know that the authority requires Head Teachers to report any obvious or suspected cases of child abuse – which includes non-accidental injury, severe physical neglect, emotional and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that if there were grounds for suspicion it is better to be safe than sorry. This does mean Head Teachers risk upsetting some parents by reporting a case, which, on investigation proves unfounded. In such circumstances, it is hoped that parents appreciate how difficult it is for Head Teachers to carry out this delicate responsibility, and would accept that the Head Teacher was acting in what we believed to be the child's best interests.'

Support Services

EWO = Educational Welfare Officer becomes involved with children who are not attending regularly.

CAISTS = Cambridgeshire Access and Inclusion Teaching Service become involved when contacted by the Special Needs Coordinator. Involvement can either be advice to class teachers, assistance in creating an Individual Education Plan or contact with the child. Parent's consent will be sought prior to any of this taking part and they will be kept fully informed.

CAMh Behaviour central resources

When a child exhibits challenging behaviour he/she may be referred to Central Resources Behaviour with the agreement of the parent.

Educational Psychologist will become involved when contacted by the Head-Teacher or Special Needs Coordinator and will be asked for advice and help in setting up a behaviour plan or in assessing a child at school action plus on the special needs register.

LEA Inclusion Officer who may become involved if the child becomes at risk of exclusion.

Positive Behaviour policy

This school policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of whole school discussion, liaison with parents and pupils. It had the full agreement of the Temporary Governing Body at their meeting in 25th May 2006.

The implementation of this policy is the responsibility **of all staff**.

This policy will be reviewed during 2006 – 2007 and the views of all stakeholders will be considered in order to create a new whole school Positive Behaviour Policy for Wheatfields Primary School.

Once the new Positive Behaviour Policy is completed a copy will be sent home with each child.