

**CHILHAM ST.MARY'S
CHURCH OF ENGLAND
PRIMARY SCHOOL**



**POSITIVE BEHAVIOUR
POLICY**

November 2016

ACCEPTED BY SCHOOL GOVERNORS:

Signature of Headteacher: _____

Signature of Chair of Governors: _____

DOCUMENT REVIEW (EVALUATION)

DATE OF REVIEW: September 2017

STAFF RESPONSIBLE: **Head Teacher, Chair of Governors**

Our Mission Statement

We work together to provide a loving and caring environment, strongly founded upon Church of England beliefs. Everyone is valued and respected and encouraged to 'learn to love and love to learn!'

Positive Behaviour Policy

Introduction:

This document is a statement of the aims, principles and strategies for Chilham St Mary's Church of England Primary School. DfES guidelines have been taken into consideration in the formulation of this policy.

Rationale:

This document provides a framework for the creation of a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Key Principles for Positive Behaviour

- Good behaviour is linked to good teaching
- Be relentlessly positive with all the children
- Use a consistent reward system to encourage outstanding behaviour throughout the school
- Provide concrete consequences; don't get angry
- Consistently promote a safe, caring and happy school where every child is valued and feels important

Responsibilities

Staff should:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual and as part of the Chilham School family
- Promote, through example, honesty and courtesy
- Provide a caring and reflective learning environment
- Encourage relationships based on kindness, respect and the understanding of the needs of others
- Ensure consistency and fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Identify reasons and patterns of behaviour
- Form excellent relations with pupils based on mutual respect and understanding
- Form good relationships with parents so that all children can see that the key adults in their lives share a common aim

Children should:

- Adhere to the school rules and their own class charter
- Work to the best of their abilities, and allow others to do the same

- Keep teachers informed of incidents that may worry them or hinder their learning
- Demonstrate outstanding behaviour both in school and on the playground
- Care for and take pride in the physical environment of the school
- Work as a team, supporting and encouraging each other

Parents should:

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self discipline
- Show an interest in all their child does at school
- Encourage their child/children to tell a member of staff if they have been hurt either emotionally or physically
- Foster good relationships with the school so that all children can see that the key adults in their lives share a common aim

Governors should:

- Support the partnership between home and school
- Monitor and evaluate the implementation of this policy

Rewards

Daily and weekly:

- Every child starts each new day with 5 points for their good behaviour
- Good behavior is consistently positively reinforced by every adult in the school. Classes have their own additional rewards to praise excellent conduct
- Each child will aim to keep 25 points throughout the week
- At the end of every term, children maintaining between 95 – 100% of their points will take part in a celebratory event
- At the end of every term, a letter of celebration will be sent to parents of children keeping all of their points

Sanctions

Daily and weekly:

- If a child is behaving inappropriately, refusing to work, rude, being disruptive etc, the child will be told quietly of their inappropriate behaviour. If the behaviour continues, a yellow card will be placed on the desk in front of them. This will act as a reminder to the child that they need to improve their behaviour
- If the child improves their behaviour, the yellow card can then be removed from the table
- If the child continues to misbehave, the yellow card is changed to a red card. This will then result in them losing 1 point. The child or member of staff must write why the red card was given on the back of the card. The child must be sure to understand why they received. The card must then be placed in a box
- Each point lost throughout the week will result in a minute off their enrichment activities at the end of the week
- Any child receiving a red card, must be monitored closely and positively encouraged to maintain all of their points
- Following every playtime, every class teacher must be responsible to check

with the staff on duty whether any issues arose with pupils in their own class. Teachers will then decide whether a verbal warning, yellow or red card should be given. It is important to find out exactly what happened from each child involved before making this decision

- Each class teacher will keep a behaviour log in which incidents will be recorded throughout the year
- If a child's behaviour is aggressive, hitting or swearing, endangering themselves and others, then a member of the SLT must intervene to support the child or remove them if necessary

Parental Support

- A member of staff will always inform parents if a child is displaying repeated inappropriate behaviour. In some cases an agreed course of action may be taken, such as a school-home diary
- It is possible that parents may be contacted immediately following a serious incident. An immediate meeting with the Head or Assistant Headteacher will be arranged where an agreed course of action will be decided. This action could be: exclusion from the playground for an agreed amount of time. The school will do all it can with parents in order to avoid a fixed term exclusion or even permanent exclusion. However, if the behaviour is so severe that it matches the criteria within the DfES guidelines on exclusions, this course of action will be the school's absolute last resort after following all the procedures for exclusions from these guidelines.

Outside Agencies :

Any worries about a pupil should be discussed with the special needs coordinator (SENCO), and the head teacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Cognition and learning Service
Educational Psychologist
Behaviour Support Service
Teacher for Hearing Impaired
Teacher for visually impaired
Speech therapist
Physiotherapist
Pre-school advisor
School Doctor
Social Services

Monitoring :

In light of this policy the senior management team will continually monitor the behaviour throughout the school.

After twelve months the effects of this policy will be evaluated through consultation with all the parties involved, ie children, parents, staff and governors.

Agreed changes to this policy will then be incorporated as necessary.