

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



**POSITIVE BEHAVIOUR
POLICY**

February 2019

ACCEPTED BY SCHOOL GOVERNORS:

Signature of Headteacher: _____

Signature of Chair of Governors: _____

DOCUMENT REVIEW (EVALUATION)

DATE OF REVIEW: February 2020

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. DfE 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

We commend positive behaviour and effort by words of praise to the individual, class or whole school. Our team point award system, in-class reward systems and celebration worship times are used to further celebrate the children's successes, which may be academic, for effort, improvement, for setting a good example or having a positive attitude. We also acknowledge and reward children who demonstrate the school values.

Rewards

Class Marble Jar

- Marbles can be awarded by any member of staff to an individual child or a whole class if they are demonstrating really good, positive behaviour in class, around the school and out and about on walks, visits etc
- Target amounts of marbles must be clearly agreed by the class teacher, TA and children. Rewards should be discussed with the class – these should be appropriate and proportionate to the target amount of marbles achieved. E.g 20 marbles = 5 minutes extra playtime; 40 marbles = 20 minutes in the school garden
- Rewards should be given as soon as possible after the target amount of marbles has been achieved
- Marbles cannot be taken away from the jar

Team Points

- Team points will be given for good work, effort and behaviour and collated for each pupil every term
- Team points can be awarded to a child by any member of staff
- Children can work towards earning certificates linked to the number of team points they achieve as well as the contribution they make to their whole team effort
- Children can earn Bronze, Silver, Gold and Platinum certificates for reaching

different bench marks : 50=Bronze (small prize KS1 / voucher for tuck shop KS2), 100=Silver (tea party) , 200=Gold (non-uniform day), 400=Platinum (afternoon visit off-site)

- Certificates will be awarded at the end of each term for children who have reached one of these benchmarks
- Team points will be collected each week by team captains to share the progress of each team during the celebration assembly at the end of each term

Star Pupil Award

- One child from each class is chosen by the class teacher / TA each week and awarded the star pupil certificate
- The Headteacher will also award a weekly star pupil certificate for one child
- Office and lunchtime staff may also award a star pupil certificate

Sports Council Award

- The Year 5 Sports Council will award a certificate to a KS1 child each week for demonstrating good sportsmanship behaviour at break or lunchtimes
- A trophy will be awarded each week to a child for improved effort and attainment in PE

Consequences of poor behaviour

Children are made aware that behaviour considered to be contrary to their well-being, or that of the group or school, will not be tolerated. Teachers use their professional judgement and knowledge of the needs of the child prior to consequences being imposed. A child's special needs will be taken into consideration when following the steps in the behaviour policy or writing a behaviour plan.

Our school value of forgiveness underpins this policy and as a result we encourage children to have a fresh start every day.

- If a child is behaving inappropriately, refusing to work, being rude, being disruptive etc, the child will be given a verbal warning of their inappropriate behaviour. If the behaviour continues, a yellow card will be placed on the desk in front of them (KS2) or their peg moved down (FS and KS1). 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 or their peg moved back up and no further action will be taken
- If the child continues to misbehave, a second yellow card will be given (KS2) or their peg moved down a further step (FS/KS1). This is the final warning before a red card is given (KS2) or peg moved to red (FS/KS1). Yellow cards can be removed or pegs moved up as soon as behaviour improves
- If a child is given a red card, they will miss the next playtime and their parents will be informed at the end of the day. The class teacher will keep the child in at playtime or lunchtime with a reflection activity to complete (Appendices 1 and 2). This will then be taken home with them at the end of the day to share

with their parents

- Any child receiving a red card, must be monitored closely and positively encouraged to improve their behaviour
- Following every playtime, every class teacher must be responsible to check with the staff on duty whether any issues arose with children 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
- When a red card has been given, this will be formally noted on their pupil record
- If a child receives 3 or more red cards in a week their behaviour will be closely monitored by the Headteacher for a period of 5 days using a report form (Appendix 3). Parents will be kept informed throughout this report period
- If a child's behaviour is aggressive, hitting or swearing, endangering themselves or others, then a member of the SLT must intervene to support the child or remove them from the situation if necessary and a red card would be given straight away (KS2) or peg moved to red (FS/KS1)

If these consequences do not help the child to improve behaviour, parents will be invited in to consider how we can work in partnership to support the child into an improved attitude to their behaviour. The SENCO may need to be involved if there is an ongoing problem, as outside agency support may need to be engaged.

The Use of Reasonable Force

Our teachers, learning support staff, midday supervisors and administrative staff may use reasonable force to prevent a child from doing, or continuing to do any of the following:

- injuring themselves or others,
- causing damage to property,
- engaging in behaviour prejudicial to maintaining good order and discipline in the school.

Staff take account of national and locally agreed procedures/recommendations, when dealing with this issue.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

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, behaviour chart etc
- It is possible that parents may be contacted immediately following a serious incident. An immediate meeting with the Headteacher or Deputy 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 DfE 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 Headteacher. 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 Headteacher, 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.

Appendices

1. Red Card Reflection Sheet Key Stage 1
2. Red Card Reflection Sheet Key Stage 2
3. Weekly Report Form

Red Card

(KS1)

Love, Trust, Respect, Forgiveness, Generosity, Empathy

Name: _____ Class: _____

Date: _____

Why was my peg moved down to Red?



How did your behaviour make other people feel?

Looking back, what do you think you should have done?

What will you need to remember in the future?

Staff Comments:

Signature: _____ Date: _____

Red Card

(KS2)

Love, Trust, Respect, Forgiveness, Generosity, Empathy

Name: _____ Class: _____

Date: _____

Why was I given a Red Card?



How did your behaviour affect others?

Looking back, what do you think you should have done?

What will you need to remember in the future?

Staff Comments:

Signature: _____ Date: _____

Appendix 3

Red Card Report Form

Name:

Class:

Date:

Day	Before Break	Break	After Break	Lunchtime	Afternoon	Headteacher Comment
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Review of the Week – Child’s Comments:						
Headteacher’s Comments:						