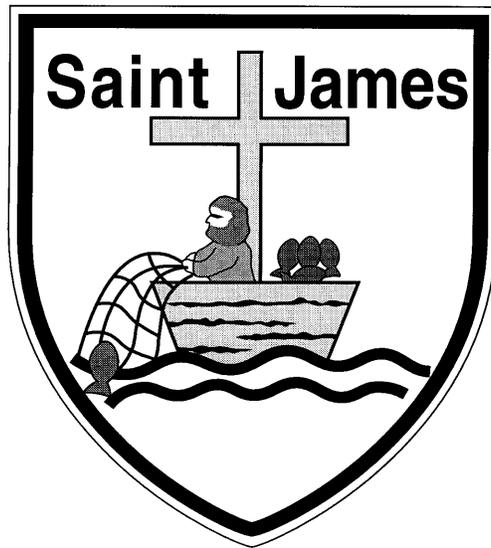


# Altham St. James C.E. Primary School



## *Positive Behaviour Policy*

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

**Behaviour and Discipline Policy**

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 disciplined, 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 encourage and reward 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 and self discipline so that each child learns to accept responsibility for his/her own actions.
- 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 and discipline with parental co-operation and involvement.
- to ensure that parents are made aware that at lunch times, welfare staff are responsible for managing moderate behaviour problems and that their judgement should be respected as that of any other member of staff
- to encourage respect in pupils towards 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 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.
- follow and use sanctions clearly and consistently.
- ensure that volunteers are aware of this policy
- treat all individuals fairly and with respect valuing all levels of achievement
- act fairly and investigate incidents thoroughly to establish what has happened.
- 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.
- RECORD higher-level negative behaviour on 'Welfare Concern' sheet (incl. Bullying concerns)

### **Children 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.
- be aware that all adults in the school expect to be treated with equal respect by children and parents
- support the school in implementing this policy
- show an interest in all that their child does at school.
- show respect for all staff and adult helpers in school

## **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.'
- House points:  
These are given by all members of staff. Results are read out at Friday's assembly and team rewards are given at the end of each term.
- Class Certificates:  
Teachers award certificates in Friday's worship, on format provided.
- Verbal praise  
All staff can verbally praise children for positive behaviour.
- Letter to parents  
Occasionally a teacher may use the whole-school proforma to let parents know about positive behaviour.

### ***Class systems:***

These depend on the individual class and can include-

- Giving a pupil a responsibility
- Merit certificates
- Stickers and badges
- Class point systems

## **4. Sanctions for Unacceptable Behaviour:**

Inappropriate behaviour must be discouraged at all times. Children will be discouraged from continuing unacceptable behaviour by:

1. Traffic light system used.

- All children start on green at the beginning of each session.
- (Good practice prompt) Staff indicating their disapproval e.g. age appropriate language, or a disapproving look and silence and brief wait time for the behaviour to cease/ a reminder of school rules and next steps.
- Children move their name to amber.
- Children move their name to red – this means they will give the member of staff 5 minutes of their time at the next break or stand with the teacher for 5 minutes if the staff member is on duty or the incident occurs at break time. The child will complete a restorative form (see appendix) which will be filed.
- Each 'red' in a session will result in a loss of 5 minutes and will be tallied on the chart.
- The restorative sheets will be signed and kept in a central file.
- If a child receives 3 'reds' in a week the child will be sent to the head teacher and the class teacher will speak to the child's parents. (This may occur earlier if felt it would improve a child's behaviour).
- Continued 'red' behaviour- Headteacher speaks to parents about their child's behaviour.
- Children who go on red will not earn 'Golden Time'.

**Exclusion**

Exclusion will be considered if:

- A child is repeatedly rude to a member of staff
- A child deliberately hurts another child and/or staff member
- A child deliberately damages property that does not belong to them
- A child repeatedly refuses to do what is asked of them by a member of staff
- A child is repeatedly bullying another child.

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 (eg. 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.

**5. Classroom Organisation**

Teachers will rearrange their class furniture frequently to suit the needs of any behavioural difficulties and different learning styles of the children within their classes.

**6. Pitch of work**

A child may display inappropriate behaviour if the pitch of the learning task is not at the right level. Teachers are expected to differentiate according to different abilities within the class. A published scheme of work may not always meet the needs of our children, and we will endeavour to use a range of resources to allow pupils to access learning.

## **7. Play times/lunchtimes**

- Children are encouraged to go to the toilet before/after play.
- Play leaders will put out equipment and put away afterwards.
- Lunchtime staff will chose children (or a table) who have displayed positive behaviour all week to be on the 'top table' on a Friday.
- Lunchtime staff will have stickers to award.
- Lunchtime staff will provide house points for positive behaviour.
- Lunchtime staff will oversee a zone and facilitate positive play.

### ***Sanctions:***

1. Staff to approach child (not shout across the yard) and speak to them about the unacceptable behaviour AND a warning of the sanction that will follow if the poor behaviour continues
2. Child stands with the staff member for a short time
3. Loss of privilege e.g. short ban from football / games if an incident has occurred whilst playing inappropriately
4. Teacher/ Head Teacher informed to remind children of expected behaviour.
5. A meeting with parents about their child's behaviour (this may occur earlier if felt it would improve a child's behaviour)
6. Fixed Term -exclusion procedures (as before).

## **8. 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**

This is a policy for children and adults in the school. We must be realistic and acknowledge that there may be a small number of children who do not respond to a positive approach. In such circumstances it is important that staff do not feel that they have failed. Children with special needs regarding their behaviour require individual and specific attention via the SEN policy. They will also receive support by:

- An individual Behaviour Plan with targets that are clear, specific, gradual and achievable.
- Experiencing the fact that the positive behaviour of themselves and others is recognised and valued.
- Close communication with parents and other agencies.
- Rewards such as stickers and certificates issued in relation to the child's behavioural capabilities.
- Every effort will be made to ensure that these children and their families are not immediately sanctioned to the point where they feel 'cast out', but a flexible approach will be made to accommodate them on the understanding that they receive the help and support they need.

### **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 respectful of adults and each other?
- 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 regularly at the autumn governing body meeting or before if appropriate to changes in legislation or the needs of the school.

This policy should be read in line with:

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

Date reviewed: September 2018

Signed: *C. A. Woods* Headteacher