

St Helena's Church of England Primary School

Positive Behaviour Policy

Valuing Compassion, Community, Endurance, Friendship, Hope, Respect, Thankfulness, Wisdom

At Willoughby St Helena's we aim to teach and encourage positive behaviour through:

- modelling of appropriate behaviour by adults
- approaching behaviour from a 'Rights and Responsibilities' approach
- focusing on the positive choices pupils make in relation to their behaviour
- providing appropriate structures, guidance and, where necessary, consequences, to help pupils learn from their behavioural mistakes

Central to our approach to behaviour is the development of a deep understanding of the School's Christian values.

What does this mean in practice?

- Staff invest time and energy into creating and nurturing safe, affirming relationships with pupils. This then creates the bedrock for effective teaching and learning.
- Behaviour is to be seen as being separate from the individual. When a pupil makes a poor choice, staff talk about the behaviour, not the pupil themselves.
- Behavioural mistakes are learning opportunities. As such, children are encouraged to reflect upon their behaviour and consider better alternatives.
- We seek to notice and celebrate the positive as much as possible.
- Consequences are given where this supports a pupil's learning about appropriate behaviour and/or where it's needed to help bring restoration if they have hurt another person

Rights and Responsibilities,

At our school, everyone has the following rights:

- The right to teach/to learn
- The right to be treated respectfully
- The right to feel and be safe, both physically and psychologically
- The right to a healthy lifestyle

1. a) The right to teach/to learn

All teaching and support staff have the right to teach/support the learning of pupils at our school. They should be able to do so with minimum interference and in an environment that is respectful and safe. Similarly all pupils have the right to learn to the best of their potential. Staff are committed to ensuring that all pupils are able to access the learning opportunities offered them through high quality teaching. Care is taken to match work to pupils' ability levels and learning styles. Equally, pupils are regularly encouraged to consider how their behaviour impacts not only upon their own learning but that of others.

2. The right to be treated with respect

At our school, everyone is to be treated with respect, regardless of their gender, race, sexual orientation, religious belief and academic ability.

We do not tolerate any form of bullying or intimidation. Please refer to the school's bullying policy for detailed information on how we address such behaviour and seek to minimise the likelihood of bullying occurring.

We believe that respect is something that has to be earned. There is a strong emphasis upon staff modelling treating others with respect so that our pupils are able to learn how to do so themselves.

3.The right to feel and be safe

Everyone will have a voice and will be listened to. Pupils need to feel and be safe if they are to make the most of the learning opportunities we provide at our school. Staff also need to feel and be safe if they are to do their job properly. Care is taken to ensure everyone's physical safety, in the classroom and around the school. We also believe that everyone needs to be safe psychologically – to not be afraid of intimidation, of failure, of being picked on or harassed. Again, our bullying policy provides more information on this.

Responsibilities

With rights come responsibilities – and this again applies to all members of the school community. Regular discussions take place between staff and pupils to discuss the responsibilities that accompany the 4 rights and how fulfilling these helps to ensure that the rights are respected.

Choices and Consequences

At our school we believe that young people respond and learn best when the emphasis is upon encouragement and positive recognition for when they make positive choices. Some of the ways in which we provide such recognition is stickers, "Gold Box" treats, Values badges, contact home to parents/carers etc.

Alongside the positive recognition, there is also a need to have a range of consequences for inappropriate behaviour. These provide pupils with boundaries and encourage them to reflect upon taking responsibility for their behaviour. As such, we use them as a means by which our pupils can learn from their mistakes and, we hope, make better choices next time round.

Possible consequences available are:

- Time-out
- Missed breaks
- Removal of privileges
- Calls home

Non-negotiable and negotiable expectations

All pupils regularly engage in discussions as to what staff expect of them, what they can expect of one another and also of the staff. This will include discussion as to which expectations are negotiable, and which are non-negotiable.

Class teachers establish a contract of expectations with their classes at the beginning of each school year. This contract is reviewed through the year and is regularly referred to in order to refocus pupils and encourage them to make the right choices. In this way we hope to help pupils to take responsibility for their behaviour.

How do we address behavioural issues? - Prevention is better than cure

We seek to minimise the likelihood of behavioural issues arising by ensuring that:

- there is quality first teaching;
- everyone is clear as to what is expected of them and understands why we have the expectations we have;
- adults are mindful of doing their best to ensure that interactions with pupils don't further fuel any difficulties that are arising
- children feel safe and are confident that the adults are on-hand should they need help or support;
- the focus on behaviour is upon noticing and reinforcing appropriate behaviour;
- parents and carers feel comfortable in informing us of any particular difficulties their child is experiencing so that we can respond accordingly

Responding to inappropriate behaviour

When behavioural issues do arise, the school has clear systems in place to enable staff to respond appropriately. The responsibility for doing so is first and foremost that of the adult working with the child/children. Staff are expected to use their professional judgement to decide on the most appropriate response, working on a least-to-most intrusive approach. The emphasis here is upon using low-level responses wherever possible, such as giving a reminder to the pupil as to what is specifically expected of them.

In deciding upon the most appropriate form of action to take, staff will consider:

- does it threaten the safety of others? – and to what extent?
- to what extent has it impeded others right to teach/learn?; to be treated respectfully?
- any extenuating circumstances. These will include, for example, whether the pupil concerned has special educational needs that might be a contributory factor;
- ensure that the subsequent response is at a level appropriate to the misdemeanour
- incorporate within the consequence, when appropriate, an opportunity for the student to reflect upon and learn from the choices they have made
- where appropriate, ensure the student makes amends for the misdemeanour

Whilst individual staff take responsibility for managing behaviour, we strongly believe in a collegial approach, where colleagues can be confident that, when needed, support will be available. Clearly in the case of more serious misdemeanours, it may well be most appropriate to request help from a colleague very quickly and we have systems in place to facilitate this.

The vast majority of behaviour issues will be addressed by staff there and then. Where particular concerns arise about a pupil's behaviour, staff will seek to work in close partnership with parents and carers to resolve matters as quickly and effectively as possible. On-going difficulties or particularly serious concerns might necessitate the need to involve external agencies who will be able to provide additional advice and support. In such instances, once again parents and carers will be invited to be closely involved. **This external support will be accessed through the steps in Lincolnshire's Ladder of Behaviour Intervention. A child must have a Pastoral Support Plan in place before external agencies can be approached.**

Working in partnership to create a safe, positive learning environment

A key factor in promoting effective teaching, learning and acceptable behaviour is working in partnership with one another – staff, pupils, parents/carers, external agencies and members of the wider community. Critical to this is ensuring that there is clarity as to what is expected of each partner and why these expectations exist. To this end, all pupils engage in discussions that result in contracts being established within the classrooms. These contracts reflect the school's values and core purpose and once again are based upon the rights and responsibilities model. The expectations agreed are regularly reviewed.

Just as staff and pupils seek to work in partnership with one another to achieve the highest possible standards, so too parents and carers are seen to be fundamental partners in helping us fulfil our purposes. Parents have a right to expect their children to come to this school with the assurance that they will be in a safe, respectful environment and where the highest standards of teaching and learning are being strived for. Similarly, staff look to parents and carers to support them in their endeavours. We are keen to promote active partnerships with the home, where expectations and responsibilities are clearly stated.

How do we keep this policy live and meaningful?

As has been outlined previously, staff and pupils are regularly involved in discussing the rights and responsibilities that form the basis of this policy. Alongside this, further discussions take place as part of the staff's continuing professional development. Pupils also have additional opportunities to do so through the Collective Worship and class discussions.

It is the responsibility of all adults in school to ensure that this policy is put into practice. We will endeavour to create such a climate for learning.

All our children are entitled to the best start we can provide in the lifelong process of learning.

This policy was agreed by the Governing Body and will be reviewed every year or before if legislation changes.