

# SARRATT CHURCH OF ENGLAND SCHOOL



## POSITIVE BEHAVIOUR POLICY

Date of Review:	November 2016
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Reviewer:	Deputy Headteacher
<b>Date of Governing Body Approval:</b>	
<b>Statutory Policy 02.15</b>	
<b>Approval: Governing Body or Committee (Behaviour principles written statement)</b>	<b>Review frequency: governing body free to determine</b>

# Sarratt Church of England School

## Positive Behaviour Policy

### Introduction

This policy is a working document and provides guidance for all members of the school community of the principal aims of behaviour in the school and how we put these into practice.

A caring and respectful atmosphere built around our core Christian values will permeate our school in all we say and do. We are role models for how we expect children to behave to each other.

### Philosophy

Everyone at Sarratt CE School has basic rights:

- to be safe
- to be happy and to be respected
- to enjoy learning
- to take an active part in school and community life
- to achieve well in every way

Everyone follows the 'Sarratt Way' and is responsible for ensuring that these rights are respected.

### Aims

- to enable teaching and learning
- to promote children's behaviour for learning
- to enhance pupils' self-esteem and encourage respect for others
- to encourage children to develop independence and self-discipline through becoming responsible for their own behaviour
- to develop interpersonal skills which facilitate co-operation with others
- to monitor and eliminate all forms of discrimination, harassment and bullying

### Responsibilities of children:

- to follow the school rules to the best of my ability
- to treat adults and other children with respect and politeness
- to help to make the school a safe and pleasant place to be
- to do as I am asked by all adults in the school
- to take increasing responsibility for my own learning and behaviour
- to make positive choices to enable me to learn

### Responsibilities of staff:

- to treat all children fairly and respectfully
- to create a safe and pleasant environment
- to provide a challenging and interesting curriculum
- to recognise that each child is an individual and take account of an individual's social/cultural backgrounds and other personal factors when dealing with incidents of unacceptable behaviour
- to enable each child to do their best
- to model positive behaviour
- to adhere to this policy to ensure consistency throughout the school

### Responsibilities of Parents/Carers:

- to ensure children arrive on time for school and ready to work with appropriate equipment and clothing - including PE kit
- to encourage respect for other people by modelling positive and respectful behaviour
- to help children realise the importance of education and to praise them for their efforts and achievement
- to encourage children to talk about school and listen to what they have to say each day
- to be responsible for children on the school premises before and after school hours and to ensure children follow the school rules
- to understand and support school policies with regard to learning and behaviour

## How we promote positive Behaviour: Principles

- Each class will display our Happy Breaks Code, The Sarratt Way and our Children's Code of Conduct and School Rules. These positive documents set our expectations should be prominently displayed in the classroom.
- Each class has a positive visual learning ladder to chart children's progress in their learning attitude. These are adapted for the age of the children.
- At Sarratt we acknowledge that children's behaviour is affected by their self-esteem. All staff should act to promote children's self-esteem through positive reinforcement and a consistent approach.
- Assemblies and Collective Worship reinforce 'The Sarratt Way' and teach children about how to treat each other respectfully.
- PSHE time gives the teacher and children the opportunity, together, to address and resolve any issues or problems that have arisen. The aim is to raise self-esteem and encourage co-operation.
- We will take into account the age and any special needs of a child when dealing with unacceptable behaviour.
- Individual children may benefit from motivational behaviour charts to address an aspect of their behaviour. These charts can break the school day into achievable sessions to work towards completing successfully. The class teacher will monitor progress towards these charts and ensure pupils are positively rewarded\* for their effort in improving their behaviour and 'making the choice to learn'.
- Certain types of behaviour are unacceptable and will meet with serious sanctions if they compromise the safety and respect of others. These include bullying, physical attacks, racism, harassment, swearing and stealing. These behaviours will result in a child being seen by the Headteacher and parents will be contacted to discuss the matter.
- External agency advice may be sought if appropriate in order to review provision for individual children. Serious incidents will be closely monitored and followed up within 2 weeks of being resolved in order to ensure this behaviour is not repeated.

## Rewards:

Good behaviour is acknowledged in the following ways:

- Praise from staff
- Class marble jars (we NEVER take marbles away)
- Headteacher 'marble jar' for exceptional achievement
- Comments in books when marking to praise learning behaviours e.g. perseverance
- Visiting the Headteacher or Deputy
- 'Gold Book' assemblies
- Headteacher Certificates
- stickers
- Informing parents verbally or by writing (post cards home)
- Extra responsibilities given
- Rewards developed by the class
- Whole school celebration treats – e.g. extra playtimes; additional activities (Pink dustpan award)
- House points and House Cup
- Positive message book comments and newsletters
- \*Individualised rewards such as time helping in another class or time to play an educational game.

## **Sanctions:**

**To ensure a consistent approach the following guidance explains the procedure to follow if rules are broken:**

A positive reminder from a member of staff is expected to be sufficient to correct most poor behaviour. The school procedure begins when a child has been given a chance to correct his/her behaviour and has chosen not to do so.

Stage 1 – choosing to ignore warning, persistent minor unacceptable behaviour

A second warning will be given with explicit expectations for the desired change .e.g. “this is your second warning – please stop talking when I am talking”.

Stage 2 – unwillingness to change behaviour despite being given 2 reminders

Third reminder and loss of break time/lunch time (2-5 minutes).

Stage 3: - continuing stage 2; more serious unacceptable behaviour: e.g. rudeness, serious disruption

Report to SLT. Inform parents at the end of the day; loss of some break and/or lunch-time to talk about his/her behaviour 10-15 minutes dependent on age of child) and complete a ‘Think Sheet’ or write a letter of apology as appropriate.

Stage 4: bullying, physical attacks, racism, harassment, unsafe behaviour (self/others) swearing and stealing: (See also Anti-Bullying Policy)

Report immediately to the Headteacher (or a member of the SLT if the Headteacher is unavailable); HT completes a behaviour log form to record an investigation of the incident and meets with parents. Reaching Stage 4 may result in an exclusion (internal, fixed term or permanent). This does not affect the Head Teacher’s right to take immediate action in the case of any serious incident. (LA guidelines to be followed). Our school takes proactive steps to prevent exclusions, including early targeting of those perceived to be at risk of exclusion, through individualised behaviour support plans, Risk Assessment Management Plans (RAMPs) and the involvement of specialist services.

## **Our Code of Conduct**

**Everyone at Sarratt School has the right:**

- to be safe
- to be happy and to be respected
- to enjoy learning
- to take an active part in school and community life
- to achieve well in every way

## **Our School Rules**

**We have six School Rules to help us.**

- We are kind and helpful.
- We are caring and gentle.
- We look after our school and our property.
- We listen to people and show respect.
- We work hard and do our best.
- We are honest.

**We can all make the right choices.**