



Giffards Primary School

Positive Behaviour Policy

This policy complies with Section 89 of the Education and Inspections Act 2002 and must be read in conjunction with the;

- SEND policy
- Anti bullying policy
- Equality policy
- E Safety policy
- Lunchtime policy

Agreed by Governors

Updated March 2017, reviewed March 2018

Review Date

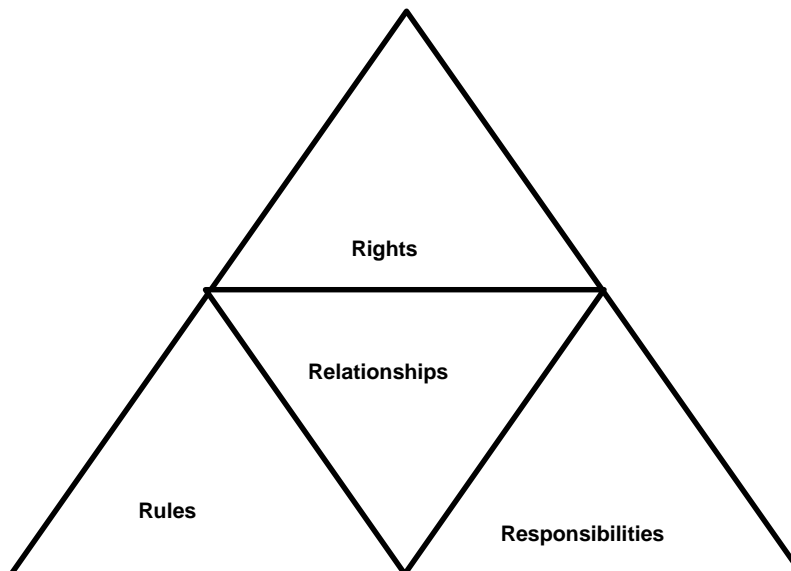
March 2019

Signed by Chair of Governors _____ Date _____

GIFFARDS PRIMARY SCHOOL POSITIVE BEHAVIOUR POLICY

“Valuing Everyone As Learners”

Giffards Primary School is an inclusive, caring and stimulating school. We aim to create a school that is a safe, secure and happy place in which to learn and develop. We believe that the three strands of discipline; **rights, responsibilities** and **rules** are linked together by **relationships** within school and work together to create a caring community in which we consider every pupil as an individual.



Rights; we believe that everybody in our school has

- The right to feel safe.
- The right to be treated with respect and dignity,
- The right to learn.

Rules; we follow Golden Rules for positive behaviour

- We are gentle, we don't hurt anybody
- We are kind and helpful, we don't hurt people's feelings.
- We are honest, we don't cover up the truth.
- We work hard, we don't waste time.
- We look after property, we don't waste or damage property.
- We listen, we don't interrupt.

These rules will be displayed prominently around the school and actively used by all.

Responsibilities; every member of our community has responsibilities and we are each accountable for our own behaviour.

Pupils are responsible for becoming effective learners and for adhering to school systems. We teach children the **5R's for Lifelong Learning** (Readiness, Resourcefulness, Resilience, Reflectiveness and Responsibility) to support them in developing as learners and fulfilling their own individual potential. (see Appendix 1; 5R's diagram)

Parents are responsible for working in partnership with the school, supporting the systems and structures in place, taking an active role in their child's time at school and liaising with teachers regularly. (see Appendix 2 and 2A; Parents 5R's for Lifelong Learning Leaflet)

Teachers and Learning Support Assistants are responsible for meeting the needs of every individual pupil by ensuring quality first teaching, adhering to school policy and actively teaching behaviour for learning

Midday Supervisors are responsible for the well-being and social interaction of pupils at lunchtime, adhering to job description, policies and systems under the guidance of senior leadership.

Senior Leadership are responsible for overseeing implementation of policies and systems, monitoring impact and supporting and developing staff.

Governors are responsible for overseeing that the school provides an environment that promotes positive behaviour for effective learning, that policies relating to behaviour are reviewed, adhered to, monitored and impact measured.

Relationships; we believe that effective positive working relationships between all are fundamental to our success.

Core Values

Central to our community and building effective relationships are our **Core Values**;

- Perseverance
- Cooperation
- Thoughtfulness
- Respect
- Caring
- Responsibility

Core values will be displayed in all classrooms and in prominent places around the school. They will form a focus for our assemblies and will be taught through PSHE lessons.

Rewards

We believe that outstanding behaviour and attitudes to learning are best achieved through positive reinforcement. All staff adopt a positive approach to behaviour and discipline, all children are noticed and rewarded for making good choices, demonstrating effective learning behaviour and making individual progress. Methods used for reward include;

1. • Non verbal praise; smiling, thumbs up, nod of head etc.
2. • Verbal descriptive praise; tell the child what they have done well, be specific.
3. • Stickers; specific for 5R's, lunchtime, playtime, blank with space to write given as an instant reward.
4. • Leaf points given and recorded by teacher on class chart with teacher initial ([see Appendix 3; Leaf point reward system](#))
5. • Sharing work/success with another teacher.
6. • Sharing work/success with senior leader/head teacher.
7. • Independent Learning Zone (ILZ) for outstanding personal achievement in any lesson, logged by teacher on class chart and a mini certificate awarded to pupil. Certificate in assembly if 3 ILZ awarded in one term. ([Appendix 4, ILZ certificates](#))
8. • Celebration assembly every Friday; leaf point rewards and certificates awarded linked to 5R's, core values and attendance

We believe discipline is categorised as;

- **Preventative**
- **Supportive**
- **Corrective**

We focus upon each of these categories of discipline to support the needs of each individual pupil.

Preventative discipline

We actively plan strategies to prevent behavioural problems across the school. We ensure that;

- Clear rules and routines are established (Golden Rules, Core Values and 5R's).
- Policies are clear and adhered to by all staff at all times.
- Clear expectations and routines about learning tasks and behaviour are in place
- Classrooms are organised effectively (seating, movement capability, access to equipment, clearly labelled resources etc) to build an aesthetically positive environment.
- Adequate and exciting resources are provided for our pupils.
- Creative curriculum is in place that caters for individual need.
- Quality first teaching is a priority.

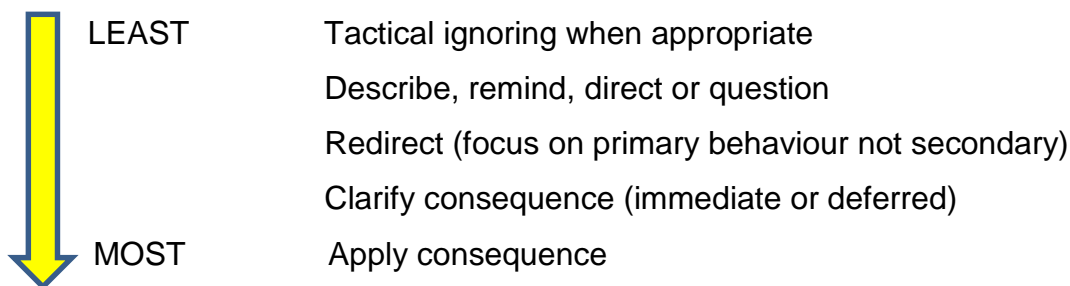
Supportive discipline

We believe it is vital that discipline is supportive and all staff will strive to;

- Consciously build, develop and maintain a climate of respect (Golden Rules, Core Values and 5R's).
- Build a positive classroom tone and foster relationships with all pupils.
- Follow up with disruptive students later for all behavioural incidents (after the initial emotion has subsided, it is the follow up that is key to supporting the pupil in moving forward.)
- Re-establish working relationships with a disciplined student.
- Encourage students wherever possible.
- Seek advice from inclusion team and/or senior leaders when needed.

Corrective discipline

We teach our pupils that if they choose to break the rules they have to accept the consequences. Consequences follow our actions. We follow a “**least to most intrusive**” approach to corrective discipline.

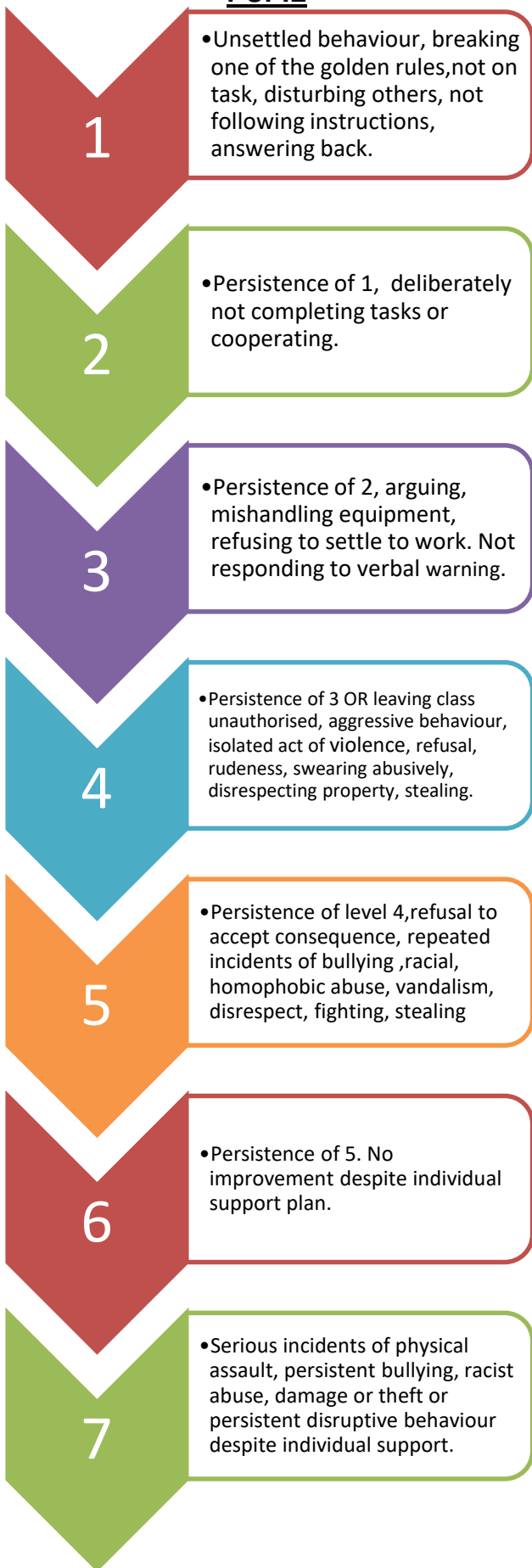


Our emphasis for discipline is in on **prevention and problem solving**. Staff actively plan for managing behaviour within their class and around school. Staff employ specific core skills to support discipline Our protocols for discipline are that all staff will;

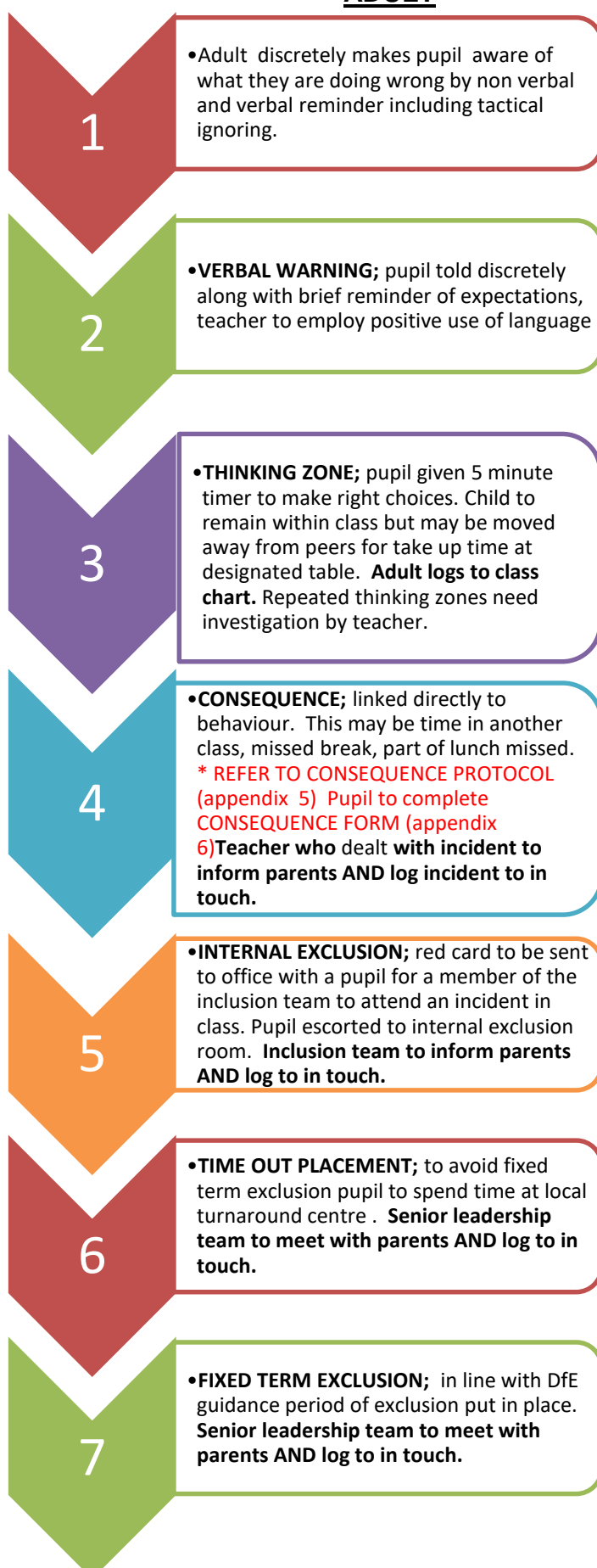
- **Focus on the common rights, rules and responsibilities.**
- **Avoid unnecessary confrontation and embarrassment**
- **Use a least to most intervention approach**
- **Always follow up and follow through following a behaviour incident.**
- **Give appropriate choices within rights and rules.**
- **Discipline respectfully even when needing to be assertive.**
- **Use positive corrective language whenever possible.**

Our sanction system **must** be adhered to by all staff. Most children will only require simple reminders to support them in overcoming low level disruptive behaviour.

PUPIL



ADULT



INDIVIDUAL NEEDS

The sanction system is appropriate for the majority of our pupils. Some of our pupils have identified additional needs and require an individual approach to behaviour management. If a pupil has required a Consequence Zone **more than three times in one term** and their behaviour remains a concern parents will be invited to a meeting with the class teacher, pupil and a member of the inclusion team. During this meeting needs will be identified and actions will be agreed. A review date will be set for impact to be reviewed. Actions may include an individual behaviour plan, a behavioural contract or the use of specific interventions for identified needs in line with our provision mapping system.

A **Behaviour Support Form** will be completed during this meeting. Staff will also seek advice from the inclusion team by completing a Behaviour Support Form after they have employed strategies to support an individual pupil yet that pupil continues to display challenging behaviour. (Appendix 7; Behaviour Support Form).

The aim of using the behaviour support form, seeking advice from the inclusion team and meeting with parents is to find out “**why**”. There is always a reason why a child misbehaves typically linked to their relationship with themselves, others or the curriculum. Establishing a reason for inappropriate behaviour will include in class observation by a senior member of staff and completion of screening materials. We use emotional screening each term for our pupils, parents and teachers to aid in the identification of vulnerable pupils.

Pupils may be placed on the school Special Educational Needs and Disability Register if their behaviour is identified as requiring significant levels of support along with additional to and different from provision. Parents will be fully involved with this process.

PERMANENT EXCLUSION

Giffards is an inclusive school and always strives to meet individual need and avoid permanent exclusion. A permanent exclusion will only take place when all other outcomes have been explored and exhausted. Permanent exclusion will occur in line with DfE guidance. If a pupil's behaviour is extreme or is not responding to support mechanisms permanent exclusion may be considered. If a pupil displays disruptive behaviour over time, or an incident occurs that seriously endangers the health and safety of others, a permanent exclusion may be needed. A managed move to another school may also be sought before a permanent exclusion.

EXTERNAL ORGANISATIONS

Any behaviour that has criminal implications may result in the police becoming involved, this includes incidents that may have happened outside of school. Behaviour linked to radicalisation and extremism should be brought directly to the attention of senior leadership. A social services referral may be made in some cases in line with the school's Child Protection and Safeguarding policy for sexually inappropriate behaviour or any behavioural incident which raises Child Protection concerns.

PARENTAL INVOLVEMENT

We are committed to working with parents to develop consistent and effective behaviour expectations both at home and school. A positive relationship between school staff and parents can influence how a child perceives the school's authority and support improvement of behaviour. Parents and their children are asked to agree to a Home/School agreement which promotes our behaviour system.

Parents will be informed by teachers when their child has required a consequence and invited to attend further meetings as per the sanction system.

LUNCHTIMES

Midday supervisors work closely with the inclusion team to ensure lunchtime is happy and safe. Staff are expected to adhere to the positive behaviour policy and also the Lunchtime policy.

All staff are expected to adhere to the Positive Behaviour Policy in order to ensure consistency across the school and to meet the needs of our pupils. It is a working document and will be regularly reviewed.

OUTSIDE OF SCHOOL

In accordance with point 5 of Section 89 of the Education and Inspections Act 2002 pupils that are identified as behaving inappropriately outside of school may be sanctioned. Incidents that happen outside of school that involve a pupil identifiable as one from Giffards may be investigated. Parents will be informed of any sanction given.