



## Positive Behaviour Policy

The aim of this policy is to give a clear, consistent and systematic code of conduct for promoting positive behaviour, which will optimise opportunities for effective learning, within Fringford CE Primary School.

### Objectives

- To establish a consistent and clear code for behaviour across all classes.
- To ensure that all members of the school community feel valued and respected.
- To ensure that all members of the school community are actively involved in promoting positive behaviour.
- To deal promptly and effectively with bullying.
- To create a positive classroom environment that enables all children to maximise their learning.
- To make our school as welcoming as possible for everyone.
- To ensure that high standards in presentation are maintained.
- To promote responsible behaviour and self-discipline.
- To celebrate pupils' positive achievements and successes both in and out of school.

Positive behaviour will be taught, recognised and modelled and all staff will always be explicit about the school's expectations of behaviour and will seek to build and maintain positive relationships with children. The basic principles of rights, responsibilities, rules and rewards apply to all our children, who will be treated equally regardless of their age, gender, ethnicity, EAL or special educational needs and disabilities.

### Responsibilities

#### Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To co-operate with children and adults in all aspects of school life.
6. To move sensibly and quietly in and around school.
7. To share in celebrating the achievements of all members of the school community.

### Responsibilities of all Staff

1. To fully comply with the school's policies and procedures and ensure that other adults in the classroom do the same.
2. To inform the Headteacher of any behaviour concerns.
3. To treat all children fairly and with respect and speak to children and adults politely and respectfully.
4. To ensure children have access to high quality learning experiences.
5. To maintain high expectations of pupil behaviour and learning.
6. To create a safe, stimulating and pleasant environment for learning.

### Responsibilities of Parents

1. To support the school in the management of age appropriate rewards and sanctions across the school.
2. To tell school staff about anything that may affect children's work and well-being at school.
3. To encourage independence and self-discipline in their children.
4. To establish good communication with school staff and support the behaviour policy. This includes speaking to the child's class teacher if there is an issue, not other children or their parents.
5. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
6. To work with school staff, and any outside agencies as necessary, to address and review any behaviour issues with their children.
7. Attend as many school parent evenings as possible so staff can share successes as well as current improvement areas.

### Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed Oxfordshire County Council procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with national and local authority guidance.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To support the school in the promotion of appropriate behaviour management training for all staff.

6. To nominate a Governor to be responsible for liaising with the LA and/or professional bodies in the event of allegations of abuse being made against the Headteacher.

7. To ensure that the policies and procedures are reviewed annually or as required.

## **Consistent Approach**

Fringford CE Primary School uses a traffic light system for promoting positive behaviour and ensures that rewards and sanctions are used consistently and fairly. Green represents expected behaviours, amber is used should a pupil behave in an inappropriate way and red will be used if inappropriate behaviour continues or escalates.

The main principle is that behaviour can be changed and the expectation is that the majority of children remain in the green. Pupils who have had their names moved to the amber or red traffic lights can work their way back up the traffic light system to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back to green.

Each teacher will decide with their class what will generate green, amber and red behaviours with the children in order to promote ownership and respect. Examples of green, amber and red behaviours are listed below.

### **Green Behaviours**

- Looking at the person who is talking.
- Listening to what others say.
- Following instructions at the first time of asking.
- Sharing and being polite to others.
- Concentrating on work.
- Holding doors open.
- Having a reading book in school.
- Handing in homework on time.
- Looking after school equipment and other people's belongings.
- Keeping the classroom tidy.
- Using manners.
- Ignoring the distractions of others.
- Accepting learning challenges.
- Being respectful.
- Being polite, saying please and thank you.
- Completing work to your best ability.

### **Amber Behaviours**

- Being distracted and distracting others.
- Talking when other people are talking.
- Moving around when asked to sit or stand still.
- Being unkind to others.
- Not looking after school equipment.
- Not sitting on your chair properly.

- Not moving around school in a sensible or safe way.

## **Red Behaviours**

- Swearing.
- Being physically aggressive.
- Deliberately damaging school property.
- Leaving the classroom without permission.
- Refusing to follow instructions.

In order to promote, encourage and teach positive behaviour, the following may be used:

- ‘Good to be green’ time
- Praise
- Stickers
- Certificates
- House Points
- Circle time discussions
- Assemblies
- “It’s good to be green” posters in classrooms
- Posters in classrooms – class rules – lots of positive statements
- School Council
- Staff attend behaviour management courses
- Children taught to play games at break and lunchtimes – by teachers and play leaders
- Good quality resources and equipment to play with at lunchtimes
- Fringford values promoted and displayed

## **Exceptions**

### Special Educational Needs and Disabilities

When a child is on the Special Educational Needs register for behavioural difficulties, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

### Formal Negotiated Targets and Rewards

Where a pupil displays consistent or extreme inappropriate behaviour, the following may be used to support the child to change their behaviour:

- **Individual Behaviour Plan (IBP).** This will involve the SENCO or member of senior management team, parents, classroom teacher and Learning Support Assistant where appropriate. Having clearly identified behavioural needs, a written contract between school and home will focus on a specific target.
- **Involvement of Outside Agencies.** This will involve school staff and parents.

## Exceptional Circumstances and Extremely Challenging Behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective. Such cases will be treated on an individual basis. The class teacher, support staff, Headteacher and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed, and any paperwork up to date and recorded appropriately regarding the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents/carers, to draw up a Behaviour Plan. This is to be reviewed regularly.
- Designation of a senior teacher to be the first point of contact in exceptional circumstances.
- Extra one to one support.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education, Health and Care Plan, if appropriate.
- At least weekly liaison with parents/carers.
- Home – school books or good news books.

## **Keeping Records**

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher together with contributions from any other member of staff who is involved. Records will be shared with the headteacher or other senior member of staff in his/her absence and stored securely.

## **Fixed Term and Permanent Exclusion**

This may only be authorised by the Headteacher. The guidance as set out by the Department for Education will be followed when determining whether and for how long a pupil will be excluded.

This guidance can be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

## **Monitoring**

To ensure that the Behaviour Policy is effective and being followed by all members of the school community, monitoring will be undertaken by school leaders and governors through a variety of activities, including:

- “Climate walks” inside and outside school.
- Weekly staff meetings.
- Meetings to discuss children causing concern.
- Lesson observation feedback notes, including specific reference to “Attitudes/Behaviour”.

- Discussion with members of the Pupil School Council
- Questionnaires and surveys of staff, parents and pupils

## APPENDIX 1

### Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Approved by Governing Body on .....

Review Date .....

Signed (Chair of Governors) .....

Signed (Headteacher) .....