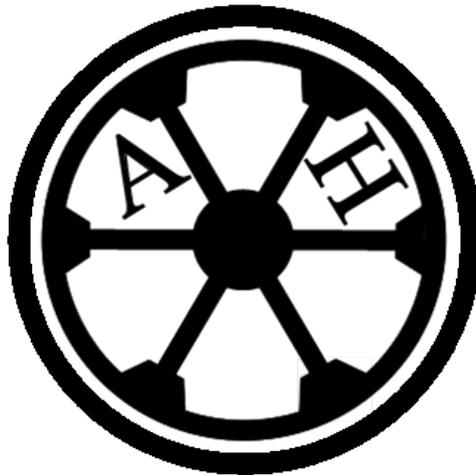


# ***Acre Heads Primary School***



## ***Policy to Promote Positive Behaviour***

Version 1.1

Date Created: September 2018  
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Review: September 2019

# Acre Heads Primary School

## Policy to Promote Positive Behaviour

(Incorporating Anti-Bullying Policy)

At Acre Heads we believe that children should be taught positive discipline in order to enable learning. High standards of behaviour are expected from all pupils. These standards are clearly communicated and understood by pupils, parents, carers, staff and voluntary helpers. Praise, rewards, setting good examples, behaviour management and positive reinforcement are the keys to the successful promotion of good behaviour. All adults will use these methods before the employment of sanctions. In this way there is a proactive rather than a reactive approach to school discipline.

### Linked Documents

- Physical Handling of Children Policy
- Exclusions Policy

### Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Positive classroom management has an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative.

Where appropriate, criticism should be a private matter between teacher and child to avoid resentment.

Children will follow the Acceptable Use Policy appropriate for their age that has been signed every year. Any irresponsible use of the computers will have sanctions as referenced in the Acceptable Use Policy.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules, sanctions and procedures should:

- be 'negotiated' with the class or set at the start of a year;
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## **Whole School Rules / Values**

- We must respect other people
- People should be able to trust us
- We must show enthusiasm in all we do
- We must show others that we love them
- I will develop self-confidence by working hard
- We are all part of the Acre Heads family
- School should be fun for everyone
- We must have complete honesty at all times
- We must show kindness at all times
- We must always strive for achievement
- We should be caring towards others

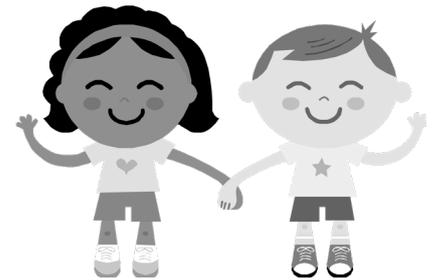
- We must show friendship to others
- We must show and expect forgiveness

## Whole School Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. The following rewards are used to motivate the children;

**Smiler Bear** (the school mascot) tokens are handed to children in all the areas around school except the classrooms. Children are awarded 'Smilers' for reasons such as:

- Good behaviour in the hall during assemblies.
- Smart and quiet lining up.
- Eating with good table manners.
- Moving around the school sensibly.
- Being polite and showing courtesy to others.
- Being helpful.
- Playing co-operatively.
- Good behaviour when out in the community.



## What happens with the Smilers?

1. Smilers are handed out to children by members of staff who do not work in their classroom.
2. At the end of the week the Smilers are counted up and a record is kept.
3. A running total of Smilers is kept.
4. Once a class has reached its target number of Smilers, it will win a whole afternoon's Golden Time with the deputy headteacher or the headteacher. They bring board games or toys and can wear non-uniform. Juice and a biscuit are provided.

**Smiley Faces** or **Smiles** are given in the classroom only and are recorded on a class chart. Smiles are awarded for good effort, quality of work and behaviour. The smiley faces or smiles contribute towards attaining a certificate in a colour of the rainbow:

- Red = 100 smiles
- Orange = 200 smiles
- Yellow = 300 smiles
- Green = 400 smiles
- Blue (light blue for our purposes) = 500 smiles
- Indigo (dark blue for our purposes) = 600 smiles
- Violet (purple for our purposes) = 700 smiles



## Affirmation in Assembly

In Good news assembly, children may receive two 'good work' and one 'good behaviour' certificate from the class teacher. Rainbow certificates are given out in classrooms. The deputy head allocates Smilers for good attendance, punctuality, good behaviour at lunchtimes and in lessons. The Senior Teachers also allocate Smilers for tidy cloakrooms. The newsletter tells parents and carers how the Smiler count is going.

## Pot of Gold

If children take their violet certificate along to the headteacher at 2:30 on any afternoon, they will award a rainbow badge and a slip detailing whichever pot of gold prize they have chosen. Children can choose from:

- A bar of chocolate to take home.
- 10 Smilers
- Non uniform on a day of their choice.

## In addition

- Children may also be awarded prizes in their classrooms for getting the most smiles in a week. Additional rewards and treats are at the discretion of the individual class teachers but may not be whole school policy. For example, some teachers may give out classroom certificates for 'Star of the Week' or 'Most Smilers of the Week.'

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

## Time Out

This is to be used in the classroom if a child has repeatedly offended or sought to disrupt the learning of the class. If all of the non-confrontational and positive reinforcement strategies have been ineffective, then Time Out can be applied strictly as below:

'Time out' cards are given to the child to take to the place where they will be timed out:

- Yellow = first time out in the company of another Classteacher.
- Orange = second time out in the company of a Senior teacher.
- Red = third time out in the company of either the Deputy Head or Headteacher.

Teachers need to use this strategy with discernment, paying heed to any emotional or wellbeing needs the child may have that may be adversely affected by the rejection of Time Out.

## Behaviour Report Card

Behaviour Report Cards will be deployed when a child has caused significant harm/upset and needs to be monitored for a set period of time and an agreed reward will be decided for positive results. After each lesson, playtime or lunchtime the relevant teacher or adult will

complete the card and give points for positive behaviour. When the set period of time has ended, the child's behaviour and report card will be reviewed and rewarded if their behaviour has improved. Parents will be informed of the impact of the report card and the card will either be removed or continued again for a set time period. A record of the completed report card will be added to CPOMS.

### **Pastoral Support Plan (PSP)**

In the rare instance where a child has repeatedly received several red cards, parents will be asked into school to discuss their child's behaviour. The parents and school will work together to create a Pastoral Support Plan stating the targets their child will work on to improve their behaviour. A record of the completed Pastoral Support Plan will be added to CPOMS.

A PSP should be implemented to support a pupil:

- whose behaviour or attendance is rapidly deteriorating;
- who has had two or more fixed term exclusions within the school year;
- who is at risk of failure at school through disaffection;
- who requires a range of support from a number of services;
- who is at risk of permanent exclusion.

Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary. This possibility should be discussed with the Senior Leaders as appropriate. Snuggers nurture group may be used for children who are repeatedly causing concern. This group meets every lunchtime to play and learn social skills.

### **Physical Restraint**

Physical restraint should only be used to prevent a child from harming him/herself or others, or from damaging property. It should be done in accordance to the Physical Handling of Children Policy.

### **Recording**

- Any misbehaviour must be recorded on a lunchtime behaviour sheet or straight onto CPOMS.
- If incidents of a serious nature occur, it is necessary for members of staff involved, or witnessing the incident, to make a detailed report on CPOMS as soon as possible afterwards. Such reports should always be annotated with the time and date of such incidents with the names of the staff involved clearly referenced. Relevant staff should be alerted to these reports and so any actions can be added. Following an incident involving physical intervention or restraint by a member of staff, a full factual report on the events before, during and after the incident must be completed using a positive handling record and response sheet and passed on to the headteacher.
- When appropriate, reports from witnesses will be recorded and kept with children's wellbeing files.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those

working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Teachers should complete a record of the incident on CPOMS where it will be brought to the attention of the headteacher.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. For those teachers operating a traffic light system in the classroom, they may discuss any red occupancy with the parents of the child concerned at 3:30pm that night.

### **Bullying is**

- doing something to someone that deliberately hurts, upsets or frightens them **which may take place over a sustained period.**
- saying something to someone that deliberately hurts, upsets or frightens them **which may take place over a sustained period.**
- saying something about someone which could hurt, upset or frighten them **which takes place over a sustained period.**
- deliberate
- repeated over time
- specific to or aimed at those who find it difficult to defend themselves
- name calling
- teasing
- intimidation
- extortion
- threatening gestures and actions
- assault
- deliberate ostricisation

### **Bullying is not**

- Isolated incidents
- Friends falling out
- Outbursts of temper

Those children who have difficulty with complying to the rules are not to be branded as a bully.

### **Anti-Bullying Policy and Procedures**

We believe:

- It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.
- It is important to follow up all allegations of bullying and take them very seriously. In this way we can gain the confidence of children and parents so that bullying is always reported.
- With due regard to the degree of seriousness, all acts of bullying will be followed up. The school's procedure for dealing with instances of bullying will be followed in all cases. In

cases of severe bullying the full procedure may not be followed, in order to make a quick response and quick action to be taken.

- All reports of 'alleged' bullying must be reported in CPOMs and actioned as appropriate.
- Bullying should be discussed in classrooms and children should often be reminded that they must report all incidents immediately.
- Children will sign the Acceptable Use Policy and will be aware of expectations of e-safety both in and outside school. Any issues will be logged and dealt with as reference in the Acceptable Use Policy and E-safety Policy.

## **Bullying – The Law**

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

## **Active Prevention Strategies**

Much of the Discipline Policy supports the active prevention of bullying. The following points are also relevant:

- Prevention can be helped by highlighting the acts of bullying and their implications for the victim.
- Staff should foster the principle that 'telling' is important and supporting each other is vital.

Where children fall out or experience poor treatment at the hands of another child, staff are to deal with the issue in a restorative manner; expect honesty; an apology may be on both sides, forgiveness and no further recrimination.