

# Promoting Positive Behaviour Policy

Deeplish Primary Academy

Amended September 2016



This policy is intended to clarify the ways in which we promote positive behaviour. We acknowledge that we need to work with integrity with all members of our school community. We need to share together the highest expectations of, and for, our children. Caring, positive relationships, modelled consistently, and the upholding of firm and fair boundaries creates a climate of positivity, high expectation and quality learning. We will accept no less.

## Our Vision

### **'Growing Great Learners'**

To achieve this we strive to ensure that a well-educated young person at Deeplish is...

*self-aware*  
*a good friend*  
*inquisitive*  
*not afraid to fail*  
*able to work independently and as part of a team*  
*motivated*  
*confident about themselves as an individual*  
*one who likes challenges*  
*aware of the world around them*  
*able to use and apply knowledge and skills*  
*socially aware*  
*emotionally well balanced*  
*valued*  
*polite and respectful*  
*tenacious*  
*enthusiastic*

At Deeplish Primary Academy we work together as a community to create an exceptional place of learning where children develop lively, enquiring minds. We strive constantly to shape a safe and caring environment which enables our pupils to value themselves and others, and become responsible, successful citizens of the future.

## Aims

This policy reflects our commitment to ensuring that every member of our school community:

- values and appreciates one another and the role each plays in our school
- enables our children to develop a sense of self worth
- promotes, at all times, an environment where every child feels safe, secure and respected
- ensure that we are clear about the behaviour that is expected to support learning and the school's vision.

## Rights, rules and responsibilities

Central to our Promoting Positive Behaviour policy are clearly identified rights, rules and responsibilities.

## **Rights**

Every child has the following rights:

- To be and feel safe, healthy and happy.
- To be treated with respect, dignity and equality.
- To be taught and to learn.

## **School Rules- 'RESPECT'**

The 'RESPECT' word is there to protect these basic rights. These rules are prominently displayed both in each classroom and all around the school.

**R**espect each other, adults and school equipment  
**E**nvironment – look after it  
**S**hine brightly – work as hard as you can  
**P**olite and positive behaviour  
**E**nthusiasm – encourage others  
**C**ome to school on time and ready to learn  
**T**ravel around school quietly and sensibly

## **Responsibilities**

### **Pupils**

With rights go responsibilities; good behaviour is expected from every child so that good learning can take place. It is the responsibility of pupils to **make good choices** at all times.

### **The Principal**

It is the responsibility of the Principal to:

- Support all staff in implementing this policy and to set the standards of behaviour.
- Maintain accurate and clear records.
- Ensure this policy is implemented consistently and report on its effectiveness to the Governing Body.
- Issue 'fixed' term exclusions (Notify governors)
- Permanently exclude a child (Notify governors)

### **Teachers**

It is the responsibility of the teacher, within their own class and around school, to:

- Establish organised and accessible learning spaces.
- Establish clear class routines.
- Understand the uniqueness of every child.
- Plan engaging, challenging learning opportunities for all.
- Praise children; making explicit why.
- Follow the system of sanctions; making explicit why.

- Display and promote the consequences of choices.
- Keep an accurate record of warnings and sanctions.
- Be consistent in approach with all pupils.
- Treat each child fairly and with respect and understanding.
- Be a positive role model by demonstrating positive relationships with everyone in school.
- Liaise with external agencies as necessary.
- Communicate with parents.

### **Support Staff**

It is the responsibility of learning support staff, lunchtime supervisors and the administration and premises teams to support the Principal and teachers in meeting the responsibilities above. In particular, the following:

- Praise children, making explicit why
- Follow the system of sanctions, making explicit why
- Treat each child fairly and with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school

### **Parents/Carers**

A strong partnership between school and parents is fundamental to a successful behaviour policy. It is vital that parents/carers receive consistent messages about the school's approach to promoting positive behaviour. We will speak with parents immediately if we have concerns about their child's welfare or behaviour. We expect each parent/carer to:

- Know the academy's rules and support them
- Support the school with decisions made when applying consequences for unacceptable behaviour.
- Contact the class teacher, in the first instance, if they have a concern about the implementation of the policy.

### **Governors**

- To agree the school's policy for supporting positive behaviour.
- To monitor the effectiveness of the policy.

### **Promoting Positive Behaviour**

We recognise that praise and rewards are more effective than sanctions and that negative behaviour is a form of communication. We will not, however, condone behaviour that affects the rights of others. The vast majority of children choose to make the right decisions and are rewarded for this. For those children who choose to make poor choices we have a 'stepped' approach to responding to their behaviour.

### **Lunchtimes/Playtimes**

We hold the same expectations with regard to behaviour across the 'entire' school day. The same rules, rewards and sanctions apply. The Vice Principal is responsible for ensuring that Lunchtimes are fun and engaging and that any incidents do not impact on learning time.

### **Positive Behaviour Strategies**

- Regularly remind children of the academy's rules 'RESPECT'.
- 'Catch' the children doing the right thing.

- Consider ignoring inappropriate behaviour if it would cause more disruption but always follow up.
- Use eye contact to express disapproval.
- Have a quiet word and tell them their behaviour is unacceptable and should stop (as publically tackling behaviour may escalate it).
- Model strategies that illustrate how to deal thoughtfully with difficulties. 'I'll have to think about your behaviour...'
- Explain clearly to the child how his/her behaviour has an effect on others.
- Refocus on learning activity
- Try to remember to concentrate on the primary issue and avoid arguments.
- Pre-empt a possible negative attitude.
- Give a diversionary task such as being asked to take a message to another member of staff.
- Allow pupils time to make amends/follow up an instruction.
- Follow up inappropriate behaviour with pupils on their own, wherever possible.
- Understand that sometimes children show anger. We can demonstrate to children that anger can be expressed in a controlled way. 'I feel very angry that you have shown such little respect for the work I have put into organising the resources to help you.'
- Give opportunities for reparation/restitution.
- Model reconciliation and support these processes as appropriate.

### **Rewards**

- Approving looks and gestures (nod, thumbs up, smile)
- Verbal praise: particularly powerful when it is specific and directly aimed at a child through the use of his/her name (in private or public)
- Note/phone call home in praise of positive behaviour

### **Class Specific Rewards**

At the beginning of the year teachers should discuss and negotiate a class rewards system with their class, these offer instant or short term incentives and rewards as opposed to the longer term rewards.

Examples of these include:

- Stickers
- Jewels or marbles in a jar (group reward): after an instruction is given two children are 'caught' responding in the correct manner and two jewels/marbles are then placed in a jar. When the jar is full a class reward is agreed.

### **Houses**

As a whole school award system and to develop a collegiate approach to The children can earn 'Deeplish Dollars' through a variety of activities and behaviours such as helping another child, supporting or helping an adult, working hard at a task etc... Once a child has earned this dollar then the following system is put into place:

- House points in class (Deeplish Dollars) banked into each house bank
- A winner from that house in each class gets a prize from a class raffle
- In Celebration assembly the house winner is awarded, this is then displayed in the hall
- Winning house per half term gets award e.g. watching a film with popcorn etc...
- Little badges to show colour / house

## **Sanctions: Stepped Approach**

At Deepish our 'stepped' approach for managing 'low level' behaviours is displayed in each classroom.

**Step 1: Reminder:** Agreed rewards are used to acknowledge the children that are modelling good behaviour. We may use a facial expression or a word to re-direct children to the task. We remain calm, we don't raise our voices, and we make eye contact with the child. Verbal praise will be given to the children who modify their behaviour as a consequence.

**Step 2: Warning:** In cases where a reminder is not enough, a child will be given a warning. The reason for the warning will be made explicit.

**Step 3: Consequence:** We will use consequences only when other strategies have been unsuccessful and give the child adequate notice that his/her continued behaviour will lead to a consequence.

Thinking Time will be used as an opportunity for the children to make reparation and reflect on how better choices could have been made. It could take place at break or lunch and work not undertaken during lessons will also be completed wherever possible. During this time the child will be supported in thinking about his/her behaviour and be required to complete a reflection sheet. If necessary he/she may be supported in doing so by a Learning Support Assistant/Class teacher/Pastoral Lead/Senior Leader. It must be noted that children must not be left unaccompanied at play times or dinner times if they are to stay in for Thinking Time and finish their work.

Effort will always be made to ensure that children remain in their own classes. Should the situation be necessary, a child will be given Thinking Time in another class for an age appropriate time e.g. 10 minutes for 10 year olds (a minute for a child's age) to reflect on his/her behaviour and to complete work. The child will return to his/her class when calm and in control after the agreed time.

In cases where a child's behaviour has escalated and his/her actions prevent other children's learning or present a safety risk, he/she will be escorted by a member of staff to a member of SLT 'on call'.

In single incidents of serious behaviour, such as physical and verbal aggression, a child will also be escorted to a member of SLT on call. Parents will always be informed immediately in these situations.

## **Positive Handling**

It is recognised that, on rare occasions, immediate action may need to be taken to ensure that the health and safety of every child is protected. A child may need to be removed to a quiet place to calm down. In such instances parents/carers will be informed.

There are several members of staff who are Team Teach trained and where appropriate use the strategies which they have been taught. When this happens the incidents will be recorded in CPOMS.

## **Inclusion Team Support**

Our Pastoral Lead, will support the minority of children who do not always elect to make good choices using recognised strategies/programmes. Some children may require individual Inclusion

Plans that are developed in collaboration between the class teacher, Pastoral Lead, the Inclusion Manager, parents/carers and themselves. These have clear actions, timescales and review periods. They are designed to offer the best possible chance of developing good behaviour and effective learning.

Guidance will be sought from the appropriate outside agency, with the necessary parental consent, for any child whose persistent extreme behaviour is causing concern.

### **Exclusions**

Refer to Focus Academy Trust Exclusion Policy

The Principal may apply a fixed term or permanent exclusion. Exclusion will be used:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a pupil to remain in school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff or of the pupil him/herself.
- More usually it follows a series of breaches of the academy's disciplinary code and after an exhaustive range of strategies to resolve the pupil's disciplinary problems have been tried and have failed.
- When the behaviour of pupils outside school is such that it can be considered as grounds for exclusion.

### **Primary School Transfer to Secondary School**

For pupils leaving the School up to date records are forwarded to the new school.

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