

Camps Hill Community Primary School

Positive Behaviour Policy



July 2010

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and make good progress. At Camps Hill we aim to provide a safe and positive learning environment, as set out in our school vision and ethos. This is based on mutual respect, trust, caring and consideration for others:

“To provide opportunities for all individuals to become life long learners.

To respect and value all members of the community and society in which we belong.

To look to the future with confidence, to seek and embrace new possibilities.”

Aims of our Positive Behaviour Policy

Positive Behaviour creates an environment in which all members of the school community feel safe and secure. Our aim is:

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children’s self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help children, staff and parents have a sense of direction and a feeling of common purpose.
- To be fully inclusive and take account of the Disability Discrimination Act (DDA) 1995

Teaching Positive Behaviour

At Camps Hill we believe that positive behaviour in children stems from our positive behaviour ethos. The following positive skills and abilities are encouraged:

- Independence and organisation;
- Self-image and self-esteem;
- Motivation;
- Reflection and self-control;
- Attention
- Perseverance
- Fairness
- Co operation with adults
- Collaboration with other children;
- Sociability; and empathy

How do we do this?

We believe that all staff at school have a responsibility to actively help children develop these skills and abilities. In addition to our PHSCE work, SEAL assemblies and relationships with supportive partners (e.g. Bridge Builders). At Camps Hill we believe they can be taught throughout the school day by:

- Staff modelling the skills and abilities directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour; and
- Teaching the skills and abilities through a weekly PHSCE Assembly and lessons

School Rules

In line with our positive behaviours ethos at Camps Hill our school and classroom rules are based around what we encourage children to **do**, rather than what **not to do**. They are born out of a Protective Behaviours ethos and aim to ensure that everybody can reach their full potential by being a successful learner. These rules are:

1. Treat all members of the school community with consideration and respect
2. Be polite, co-operative and friendly
3. Work hard with a sense of purpose
4. Be considerate and respect the school property and the property of others
5. Respect the culture and beliefs of others
6. Feelings are feelings, behaviour is a choice

Behaviour Management

Behaviour management is a key focus within school. Children are reminded of the rules regularly, particularly at the beginning of the year and through regular PHSCE work, class work and where appropriate through reflection club. At Camps Hill all members of the community are responsible for their own behaviour, whilst encouraging others to do the same:

Staff Responsibilities

- To treat all children fairly and with respect;
- To help all children to develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To use positive and negative consequences clearly and consistently;
- To be a good role model;

- To form positive relationships with parents and children;
- To recognise and value the strengths of all children; and
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

Parents' Responsibilities

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy; and
- To be aware of the school rules.

Children's Responsibilities

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

Positive Consequences (Rewards)

At Camps Hill we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. Teachers use a variety of positive rewards that **might** include:

- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise;
- Showing work to another teacher or senior manager
- Stickers; star charts, etc.
- Certificates;
- Pupil of the week
- Happy letter home to parents;
- Displaying work;
- Good work assemblies
- Achievement brick

There is no set positive consequence, we believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative consequences

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours, however if a child misbehaves staff should ask them to stop the behaviour and should discuss the incident if appropriate. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At Camps Hill we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community, where all members of the school community know what the rules, rewards and sanctions are; children will become more relaxed and ready to learn and adults will feel confident and comfortable to deliver the curriculum. At Camps Hill we have a very clear consequences chart, which all pupils, staff and parents are aware of:

Consequences Chart

Level	Behaviour	Consequence
Low	<ul style="list-style-type: none"> • Low level disruptive behaviours may include: <ul style="list-style-type: none"> - Fidgeting / fiddling - Telling tales - Punctuality - Dropping litter - Noisy e.g. talking/shouting - Failing to keep on task - Leaving desks - Poor effort - Unkind remarks - Bad language (one off) - Time wasting - Telling lies - Running in corridors - Pushing in line - Chewing gum - Borrowing without permission - Leaving work area untidy - Talking in assembly - Hair continuously down - Non uniform/jewellery 	<ul style="list-style-type: none"> • Teacher will monitor behaviour in class and deal with, within class as appropriate, for example –frown, warning, withdrawing attention, planned ignoring, verbal reminders/reprimand, moving pupils within class • If appropriate a playtime detention may be issued for KS1/foundation, reflection club for KS2 <p>Any persistence of low level behaviours would move into the mid level</p>
Mid	<ul style="list-style-type: none"> • Mid level disruptive behaviours may include: <p>Persistent low-level behaviours (x 3 in one session)</p> <ul style="list-style-type: none"> - Not listening to adults or refusal to follow instructions - Verbal aggression towards a 	<ul style="list-style-type: none"> • Placed on Mid Level Behaviour Card for 1 week, monitored by KS Leader • KS2 pupils to attend Reflection Club for 3 days • KS1/Foundation pupils may receive playtime detention as appropriate

	<ul style="list-style-type: none"> peer or adult - Swearing or abusive language - Inappropriate or unsafe behaviour - Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet - Any bullying, including e-bullying - Consistently shouting out - Distracting others - Fighting - Stealing - Threatening / aggressive behaviour - Refusal to co operate - Vandalism – graffiti etc 	<ul style="list-style-type: none"> • Parents to be informed and invited to discuss matter
High	<ul style="list-style-type: none"> • Severely disruptive, violent or aggressive behaviours, such as: Persistent mid-level behaviours - Physical aggression towards any member of the school community (assault) - Dangerous or inappropriate behaviour - Bringing an inappropriate item into school - Leaving school without permission - Damage to school property/vandalism - Failure to respond to previous bullying sanctions - Extreme damage to school property 	<ul style="list-style-type: none"> • On some occasions the High Level behaviour card may carry with it a fixed term, temporary internal exclusion (initially 24 hours) • Placed on High Level Behaviour Card for 2 weeks, monitored by KS Leader and Head teacher • KS2 pupils to attend Reflection Club for period of card • KS1/Foundation pupils may receive playtime detention as appropriate • Parents to be informed and asked to come in to discuss the matter and next steps • In addition it may be necessary to involve the SENCO or outside agencies • For repeated high level behaviours a pastoral support plan, education plan or a form of exclusion may be necessary or appropriate

Low Level Behaviour Issues

Low level behaviours are considered to be relatively minor, low level disruptive behaviour/incidents which generally occur within the class setting. Such behaviours are dealt with, within class by the Class team (Teacher and TA) or MSA team.

Mid and High Level Behaviours

The Mid Level Behaviour card is presented by the class teacher after agreement with the KS Leader if a pupil presents continuing disruptive behaviours as outlined in the consequences chart. The card is written in conjunction with the pupil and

monitored by the Class teacher and KS Leader on a daily basis for a period of 1 week. Parents will be informed in writing, giving reasons for the card. They will also be invited into school if they would like to discuss the matter further.

The High Level Behaviour card is generally presented for more serious incidents as detailed in the consequences chart. It is presented by the class teacher and KS Leader, written in conjunction with the pupil and monitored by the Head teacher and KS Leader on a daily basis (at a mutually agreeable time). **Parents must be informed on the day their child enters onto the card system and will be asked to come into school to discuss the matter further.**

The High Level behaviour card may carry with it a fixed term, temporary internal exclusion (initially 24 hours) where a child will be sent, with work, to an agreed supervised area away from their peers. Pupils will eat their lunch and continue working during lunch hour.

For both the mid and high level behaviour cards the class teacher/adult in charge must give the child a score out of 5 for behaviour during the morning and afternoon session and a score must also be collected from the Senior MSA at the end of lunch time. It is the child's responsibility to carry the card from the morning session to lunchtime and collect it from the Senior MSA at the end of lunchtime. However, class teachers may need to remind pupils to do this, particularly in Key Stage 1.

If a pupil on a card fails to get significant scores whilst on the card, further action may be necessary. If the child continues to display the behaviour and/or scores below 2 then they may be will be put on the next level of card, High Level behaviours. If a child has stopped the behaviour but is consistently scoring below 3, they may be kept on the Mid Level Card for a longer period of time.

Reflection Club

At Camps Hill we prefer to focus on positive behaviours and when a pupil has demonstrated a negative behaviour we use this as an opportunity to work with children and help support them in making the right choices in the future. When a child is placed on a mid or high level behaviour card, KS2 pupils will be invited to attend a lunch time 'Reflection Club' for a set period of time. Reflection club is run by KS2 teachers and lasts 30 minutes at lunchtime, it is designed to provide pupils with an opportunity to reflect on what went wrong (verbally, pictorially or in writing) with their behaviour and suggest ways in which the behaviour can be improved on or avoided in the future. It is very much born from a protective behaviours philosophy and works with children to address the root causes of their behaviour.

KS1/Foundation pupils may receive a playtime detention as deemed appropriate by the class team/KS leader.

The Playground

Behaviour problems occurring at lunchtime should be dealt with by the MSA to whom it is reported.

The behaviour consequences chart still applies on the playground and a support system is in place for MSA's and children to ensure continuity during less structured

times. If there is an emergency incident on the playground the MSA on duty will send an orange card to the senior MSA on duty, signalling immediate support is required.

If an incident is found to involve physical or verbal aggression children should be sent in and reported to the Senior MSA. If the senior MSA is able to resolve the issue it will be reported to the class teacher (if appropriate). If the senior MSA should find the incident to be of a high level or they are unable to resolve the matter this must be escalated to the Senior Leadership Team (SLT), this can be done by sending a red card to the SLT member on duty. Teachers are responsible for communicating with their MSA and recording details in cohort book if appropriate.

Exclusion

In certain, extreme cases a child may be excluded from school as a result of their behaviour. In such cases the guidelines from the LA will always be strictly adhered to and governors informed.

Outside Agencies and Behaviour Support

As a school we are able to offer a number of interventions to encourage good behaviour, support including individual counselling and protective behaviour groups are available. The SENCO and SLT should be informed of any concerns a teacher has about a child's behaviour, due to the open and supportive ethos of the school all staff are generally aware of children displaying challenging behaviours.

Involving Parents

At Camps Hill we encourage parents to take an active part in the life of the school; furthermore we believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school prospectus and through curriculum meetings and newsletters. Additionally, parents are issued with a copy of the school behaviour policy and informed of updates through the fortnightly newsletter and the school website. We also keep parents informed about their child's progress through reports, consultation meetings and informal contacts. We believe behaviour management is a two way street and parents are encouraged to let the school know about any health problems or changes at home which may affect a child at school.

Disability Discrimination Act (DDA)

At Camps Hill Community Primary School we aim to include all pupils and ensure equality of provision, as such we adhere to the Disability Discrimination Act (DDA) 1995. The DDA aims to end the discrimination that many disabled people face (this Act has been significantly extended, including the Disability Discrimination Act 2005).

The Act requires that we as a school promote equality of opportunity for children deemed to have any form of disability. Furthermore, Camps Hill aims to take account of disabled people when making decisions and developing policy.

The general duty requires that we as a school should have due regard to the need to:

- Eliminate unlawful disability discrimination and harassment
- Promote equality of opportunity and positive attitudes towards disabled people
- Take account of people's disabilities (even if this means treating them more favourably)
- Encourage participation by disabled people in public life

Evaluation

The effectiveness of the policy will be measured by:-

- A reduction in the number of children being sent to the head teacher/deputy head teacher
- A reduction in the number of children referred to Key Stage Co-ordinators
- A reduction in the number of children referred to external agencies
- A reduction in incidents recorded in the co-hort incident books

This policy will be reviewed annually staff and governors and amended accordingly