



Fen Ditton C. P. School

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Policy Review Schedule	
Last Updated	Next Planned Review and Update
June 2018	April 2020
Governor Signature:	

1.INTRODUCTION

Our school's central purpose is to provide the best learning for our children and improve their overall well being. Good behaviour makes effective teaching and learning possible, while poor behaviour disrupts it. Behaviour is linked to social and emotional development, and teaching children to manage, understand and develop their behaviour is important. Our ethos is one of care and guidance, and this document outlines our behaviour management policy in that spirit.

2. DEFINITION

In the context of the school, we would define good behaviour as conduct that assists the school to fulfil its function, namely the full development of abilities and social skills of all pupils and their access to all areas of the curriculum. It is also conduct that prepares children for the future and for social interaction in all walks of life.

3. THE SCHOOL'S APPROACH

At Fen Ditton Primary School we take a positive approach to behaviour management, based on our four school values of respect, kindness, courage and resilience. We try to make the school a happy and secure place for all. We encourage every child and adult to behave in a responsible and self-disciplined manner and to care about the needs and the rights of all others in the school community. Everyone responds to a caring system that appreciates their needs and strengths. Our Home School Agreement upholds these principles and sets out the expectations and responsibilities of the parents, the pupils and the school. The school policy is made available to parents and can be found on our website.

4. POLICY

This policy outlines the purpose, nature and management of good behaviour in the school. It is also part of our commitment to safeguarding pupils at Fen Ditton Primary School.

4.1 The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Headteacher.

4.2 Class teachers have day-to-day responsibility for the behaviour of the children in their classes and share the responsibility for good behaviour of all children in and around school. Teaching Assistants and other staff also have a responsibility towards ensuring children behave well. A caring classroom atmosphere with positive relationships between adults and pupils helps to reinforce good behaviour. We expect all members of staff to be respected in the same way by pupils.

- 4.3 All members of the school community are responsible for fostering a happy, caring environment. We will encourage both children and colleagues to do their best, praising their efforts and supporting them in times of need.
- 4.4 We will insist upon good behaviour at all times. We expect politeness, good manners and care for both people and property. The school values and the Home School Agreement provide the forum for discussion and collective responsibility. Where necessary, class teachers may introduce specific rules to meet the needs of the pupils in their class.
- 4.5 If the senior management team must introduce short-term measures across part or the whole school to mitigate extremely poor behaviour, they may provide evidence for their actions at the next full Governors meeting.
- 4.6 We actively teach and promote positive relationships through our PD curriculum and Spiritual, Moral, Social and Cultural (SMSC) values in class and during assemblies.
- 4.7 We have high expectations of pupils' behaviour and always endeavour to respond in a fair and effective way to support children to overcome any difficulties managing their behaviour in a more appropriate way.
- 4.8 Parents are expected to promote our school values with their children as agreed in the Home/School agreement and support school staff when inappropriate behaviour needs addressing.
- 4.9 There is a separate Anti-Bullying Policy to address bullying behaviour.
- 4.10. If all barriers to learning have been addressed, we expect good pupil behaviour to include completing the work they have been allocated.
- 4.11. Children with complex needs are expected to follow this behaviour policy but may also have additional behaviour management plans to support their specific needs. Our response to an incident may be affected by the child's specific needs.

The school policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

5. SCHOOL VALUES

The school values (**Respect, Kindness, Courage and Resilience**) were drawn up by the school community and are re-visited and promoted regularly. These values are displayed around the school and in every class and are referred to regularly.

6. REWARDS FOR GOOD BEHAVIOUR

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| <ul style="list-style-type: none"> • Recognition of pupils following a school value. • Verbal praise e.g. "good work", "well done", "Thank you" • Visiting other teachers/the Head with good work • Receiving recognition as a whole class for positive behaviour e.g. marbles into a jar or class chart. • Raffle tickets awarded to individuals for positive behaviour during lunchtimes and a prize draw during achievement assembly. • Receiving a house point and/or sticker • House points celebrated weekly in assembly and the winning house receives an experience reward each half term • Presentation of an academic or social achievement certificate in assembly • Additional activity time or rewards in specific circumstances |
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- Books awarded in assembly at the end of each half term for termly whole school target achievement
- Medals and certificates for success and school values demonstrated in PE lessons (termly)
- All staff can inform parents of success through verbal feedback, telephone communication or written notes/cards and record in the class behaviour book
- A chance to represent the school in competitions.

7. STRATEGIES AND CONSEQUENCES

		Response or consequence
Low level	<p>These are behaviours which are not overtly confrontational or challenging, but are nevertheless interrupting the teaching and learning:</p> <p>For example: Wandering about, calling out, interrupting the teacher or teaching assistant when talking to the whole class, disturbing other pupils or teaching, talking when asked not to, silly noises, pushing in line, cheekiness, minor challenges to authority, annoying others,</p>	<ul style="list-style-type: none"> • Eye contact • Reminders/giving warnings using the visual 3 warnings chart • Change of seating • Remind children of the desired behaviour • Thinking time • Partial or whole loss of playtime • Give child choices • Visual signs of the progression of a child's name through the three warnings up to consequence.
Medium Level	<p>Low-level behaviour has not been modified and continued to the third warning thus a consequence is given. It is also behaviour that impacts directly on another student(s) or member of staff that warrants a consequence.</p> <p>For example: Persistent low level disruption, swearing, verbal insults, bullying, damaging school property, threats, severe disruption of the good order of the classroom or around the school, prejudicial insults, leaving a specified area without permission, fighting or hurting someone where the trigger is understandable but the hurt is not major</p>	<ul style="list-style-type: none"> • Separation from rest of the class/group within classroom • Time out (agreed, short length of time) • Whole loss of playtime • Written/verbal apology if appropriate • If outside – time sat on bench or spent walking round with the adult may be appropriate • Informal contact with parents by class teacher when any medium level behaviours are displayed and if the same behaviour pattern persists and you are recording for the same behaviour regularly. Any parent contact should be recorded in the behaviour book. • Sent to another class for a period of time • Behaviour report card considered • Individual behaviour chart considered • Pupils to spend time in Friday lunchtime reflection room following any consequence given by a teacher (3 visits to Reflection time will result in a meeting with parents to discuss behaviour)

High Level	<p>Excessive repetition of previous medium level behaviours or behaviour that physically harms a pupil or member of staff. It also the wilful attempt to damage school or other people's property</p> <p>For example: Physical or emotional attack against staff: invading space/ pushing, Physical Assault against a pupil, racist or other prejudicial abuse, persistent bullying, wilful damage to property, leaving the school site during school hours deliberately without permission, need for physical intervention, using a weapon, aggression.</p>	<ul style="list-style-type: none"> • Immediate withdrawal from class or situation – sent to another class or to a senior leader • Loss of playtime(s)/lunchtime(s) • SLT involvement • Parents/carers contacted and appropriate meetings arranged • Internal exclusion for part or a whole day • Individual behaviour plan/meeting with school staff • Persistent high level behaviour could result in a fixed term exclusion • Consider use of other professionals
Most serious level of negative behaviour	<p>Excessive high level of behaviour or a serious incident and by remaining in school a pupil would seriously harm the education or welfare of others in the school.</p>	<ul style="list-style-type: none"> • Fixed term exclusion • SEND team contacted • Alternative provision sought • Permanent exclusion

8. Every class to have a simple visual house point reward, warning/consequence chart

9. As a school we believe in a **restorative approach** to support pupils to manage their own behaviour appropriately. A restorative approach is a philosophy or guiding principle (not a program or specific activity) that sees *relationships* as central to learning, growth and a healthy school climate for students and adults. There is a focus on building, maintaining and, when necessary, repairing relationships among all members of a school community. Adults encourage those who have caused harm to acknowledge the impact of what they have done and support pupils to 'put things right'.

The following steps can be used with pupils to support this approach:

- ***What happened?***
- ***What were you thinking and feeling at the time?***
- ***What do you think and how do you feel now***
- ***Who has been affected by this?***

- *What's needed to put things right?*
- *How can we make sure this doesn't happen again?*

10. REVIEW

The Headteacher and all the staff will review this policy regularly. Any suggested amendments will be presented to the Governors for ratification.

11. CONCLUSION

By following this policy we at Fen Ditton Primary School, aim to create a secure, happy and caring environment that promotes good behaviour. We also aim to contribute toward a positive and healthy society.