Slaley First School

A Policy for Positive Behaviour

The promotion of self-discipline and good behaviour form an essential part of our school's role.

At Slaley First School we aim to:

- Provide an interesting and stimulating environment where all adults and children work within a clear and consistent framework;
- Create conditions for an orderly and friendly community where there is mutual respect between all members and where effective learning can take place: and
- Develop a whole school acceptance and recognition of responsibilities for their own decisions and any consequences of such decisions.
- Provide a robust and caring system for those children who may have emotional and behavioural difficulties in order that they and their peers may learn in a safe and respectful environment.

We also aim to:

- Use a proactive and positive approach to discipline
- Promote self-esteem
- Encourage everyone to appreciate, understand and follow a simple traffic lights system for behaviour.
- Enable all members of the school community to be equally valued for the role they play by upholding these agreed values.

<u>Traffic Lights Code of Conduct – App. A</u>

At Slaley First School we operate a traffic lights system for behaviour. In each classroom we have a traffic light display indicating the green positive behaviour that we want, and a reminder that some behaviour (yellow and red) is not acceptable in our school. These behaviours and their consequences are described in clear, easy to understand language and are discussed and explained with the children.

Green Behaviour – Go ahead

This is our "Green – go ahead" behaviour. We believe that this behaviour helps us to be safe, happy and to learn. This is what we want to see in our school:

1. Listening carefully.
2. Doing as you are asked by an adult.
3. Always trying your best and helping others to do the same.
4. Being polite and kind to others.
5. Walking around school.
6. Treating others' property carefully.
7. Telling the truth

Consequences:
You will be able to learn and help others do the same. This will help you have a happy time at school.
You will stay on the green traffic light on your classroom behaviour chart.
You might earn a reward from your teacher.

Yellow Behaviour – Watch Out

This is our "Yellow – watch out" behaviour. We believe that this behaviour is harmful to a happy and purposeful learning environment and therefore we do not want to see this in our school. This includes:

1. Interrupting or talking over an adult.
2. Running in school.
3. Saying unkind things or calling names.
4. Hurting others.
5. Stopping others from learning.
6. Not treating the property of others carefully.

Consequences:
You will be reminded that your behaviour is not acceptable.
It could mean that you have a 'time out' or miss a playtime.
A record of this behaviour will be logged in a pink behavior diary in the appropriate classroom.

Red Behaviour – Stop!

This is our "Red – Stop" behaviour. This behaviour is unacceptable in our school and will have serious consequences. This includes:

1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Deliberately hurting someone.
3. Swearing.
4. Bullying.
5. Telling lies.
6. Stealing.
7. Breaking or deliberately damaging someone else's property.
8. Racist behaviour.

Consequences:
You will definitely need to have a 'time out' of your classroom or playtime.
The Head teacher *will* want to talk to you.
Your teacher or Headteacher will need to ring your parents and let them know, a record of which will be recorded and held in the office behaviour log.
You may miss out on further privileges in school.

These sanctions will be applied by all staff to ensure consistency. Each day will be new day and all children (both victim and instigator) will receive full support from staff.

Emotional and Behavioural Needs

It is recognised that some children require alternative strategies in order to encourage positive behaviour, for a number of reasons. This school recognises that a rigorous approach to behaviour is important, and that this goes hand in hand with caring for the emotional needs of all children, including those who may be some of the most vulnerable. When there is a behavioural need in school that is not being met by the current system, the following will happen:

1. The child's class teacher will meet with the appointed member of staff in school for behaviour (Debbie Brett). The Special Educational Needs Co-ordinator or SENCO (Rachel O'Neill) may also be present.
2. They will fill in a Behaviour Concern Form (App. B - Yellow). During this meeting they will discuss educational needs, social and emotional issues and key behaviours of concern.
3. From there a course of action will be decided upon. Parents will be involved and consulted. This should be appropriate to the individual and will differ from child to child. However, it could include: further monitoring by the class teacher; the formulation of an individual behaviour plan in consultation with parents; referral to an educational psychologist or other agency.
4. The action to be taken will be recorded. This will be reviewed on a decided date (not usually more that than half a term in advance).

Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards.

A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

The Education and Inspection Act 2006 has introduces a requirement that schools arrange full-time education from the sixth day of any fixed term exclusion of more than five days.

For any fixed term exclusion the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority immediately of any permanent exclusion.

Further Information

We will also:

- Praise good work and behaviour.
- Allocate a member of staff in a PSHE role at lunchtimes to support children's social interaction.
- Support pupils' emotional wellbeing through targeted intervention.
- Celebrate achievements
- Have a 'Class Charter' in each classroom which has been constructed by the children in that class.

Parents

It is vital that school and home, work as a partnership as documented in the home school agreement (App. C). As already mentioned, if inappropriate behaviour persists, parents will be invited to the school to discuss how the problem can be solved.

Confidentiality

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

Implementation

This positive discipline policy will be promoted and the values implicit in it will be taught through the PSHE programmes of study and through other relevant curriculum areas.

Equal Opportunities

This policy applies to all pupils regardless of gender, race, creed and ability.

Evaluation and monitoring

Any issues or concerns about behaviour will be raised at weekly SLT meetings.
This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of this positive discipline policy will take place during lesson observations.

Mrs. D. Brett — Headteacher

Mrs. M. Rastall — Chair of Governors

Policy Adopted : September 2017
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