



Repton Manor Primary School

Promoting Positive Behaviour Policy March 2020

Policy lead	Kayleigh Simpson
Date approved by Governing Body	March 2020
Governor signature	
Review date	

What we believe about Behaviour Management

Every child has the right to learn but no child has the right to disrupt the learning of others. Every staff member, child and parent has a responsibility to positively contribute to the ethos of our school including through the behaviours we display. Establishing a sound, positive and caring ethos is an essential prerequisite for learning. We recognise how our behaviours, both positive and negative, impact on the people in our community and as such, have actively engaged all stakeholders in developing this policy.

We have a strong nurturing ethos throughout the school based upon six principles, adapted from the 'Nurture Group Network'. The Six Principles have been adapted with parents and children and are as follows;

- My child's learning journey is understood.
- My child is listened to and cared for.
- All my child's behaviours are forms of communication.
- My child is supported to feel safe at school
- My child is taught to use their words and to talk about their emotional well-being.
- My child is helped through transitions.

Aims of the Policy

- 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
- To help children, staff and parents have a sense of direction and a feeling of common purpose.
- Staff will be treated with respect and courtesy and feel valued and appreciated.
- Ensure appropriate behaviour and language throughout the school.
- Encourage and praise greater effort in both work and behaviour.
- Ensure that parents are informed and involved in decisions and conversations regarding their child where appropriate.
- Prevent bullying.

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 recognise and value the strengths of all children

- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.
- Fostering and promoting good relationships within children and parents, encouraging a sense of belonging within the school and wider community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Rejecting all bullying or harassment in any form.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Parents' Responsibilities

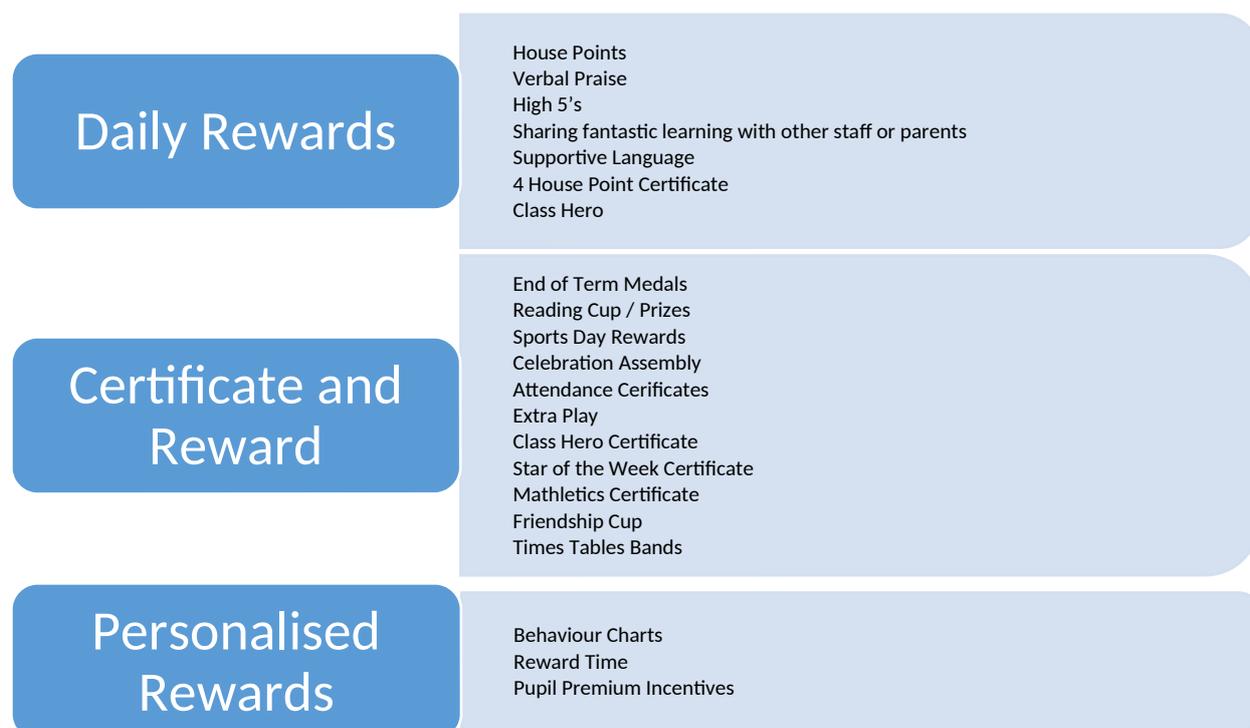
- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.
- Caring for, and taking pride in, the physical environment of the school.

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

Rewards for Positive Behaviour

At Repton Manor Primary School, we believe that children should be encouraged to behave well and complete their learning. 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. We use the following rewards which are recorded daily through class charts.



Approaches and Consequences for negative behaviour.

The behaviour approach used within the school will allow for children to reflect upon negative behaviour but also learn from their experiences. Records of negative behaviours will be recorded through Class Charts.

Warning- Children will be spoken to about negative behaviours they are showing, this will give them a chance to modify behaviours. The focus of the conversation will be to reinforce desired and appropriate behaviours. In some cases a Phase Leader or other member of Senior Leadership Team will be asked to speak to the child.

Yellow card - Child has broken one of the three school rules e.g. child has shown disrespectful behaviour towards peers or staff; child has refused to complete a set learning task; child has sworn; child has refused to follow instructions from an adult; child has deliberately damaged school property; child has disrupted the learning of others; pushed another child whilst arguing; running in the corridor. Yellow cards will be recorded on SIMS (electronic database) by the member of staff who issued it. The consequence of a yellow card is missing 5 minutes of a child's break or lunch time with a member of their teaching team.

Red Card - If a child has received more than one yellow card in the same session for the same behaviour this will result in a red card as they have not modified their behaviour in line with the

adult's instructions; if a child has deliberately hurt another child by punching, kicking, scratching etc; if children have been physically fighting or caused harm to an adult; rough play resulting in injury to children. Red cards will be recorded on SIMS by the member of staff who issued it, they will then make Senior Leadership Team aware who will contact parents. The consequence of a red card is missing 15 minutes of the next break or lunch time in an area with a member of the Senior Leadership Team.

Whilst the above lists are examples of the types of behaviour which could constitute each sanction, we recognise that as a school we have a large range of ages and expectations of children so each negative behaviour would have to be considered in line with the child's developmental understanding and specific needs.

We believe that each child should have the chance to 'start again' and therefore after every break and lunch time the child will come in on a 'clean slate' with an opportunity to demonstrate positive behaviours.

We recognise that not all children will be able to access and learn from these sanctions and in these cases a Child Support Plan is devised with the Teaching Team, a member of Senior Leadership Team and the Parents. The aim of the Support Plan is to draw upon all experiences and look at the strengths of the child, the areas of need and the next steps. These support methods could include individual reward charts, restructured school timetable, resources to support learning, mentors identified as a specific member of staff or individualised sanctions. All support Plans are regularly reviewed with children, staff and parents and there is an assessment using the Boxall Profile to look at emotional and social progress. In some cases, risk assessments of a child's behaviour are also completed.

Internal Seclusion

Internal seclusion is the isolation of a child from their usual class setting alongside a member of the senior leadership team or their teaching team. They will be set learning by their class teacher and will have appropriate rest breaks during the seclusion.

If a child has demonstrated behaviours that the senior leadership team deem as unsafe and presented a risk to safeguarding of children, staff or visitors to the school, then we may internally seclude. We may also internally seclude if a child shows behaviours which are deemed inappropriate beyond the sanction of a red card. The length of the seclusion needs to be considered in each individual case and parents will be informed and the school will seek their support in this decision. All internal seclusions will be recorded on the child's file and may be communicated with other agencies involved with the child or the family.

Exclusion

Exclusion is seen as a last resort when all other sanctions have failed. Only the Head Teacher may exclude a child and this is always carried out in consultation with the parents. The Chair of Governors is informed and parents have the right of appeal. The exclusion period is at the discretion of the Head Teacher and may be from 1 day upwards, but will rarely exceed 5 days. The length of exclusion will be related to the misdemeanour and any previous exclusions.

Lunchtime rules and procedures

Lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support children with difficult behaviour in particular.
- Our Rainbow Room is accessible every lunchtime (under adult supervision) and is open to all children for arts, crafts, construction, reading and computing extra-curricular learning.
- Provided lunchtime games for the children to play in outside areas.
- 'Employed' Sports Leaders to play with younger children and structure games.
- Use staff well known to the children throughout the day for consistency of experience.
- 'Break and Lunch Club' – This is an additional provision targeted at vulnerable children run by the Pastoral and Inclusion Team. A range of social games and activities are used to model and teach social skills specific to the children's needs.