

AIMS AND EXPECTATIONS:

At Park View we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, it enables all to reach their full potential, emotionally, socially and intellectually.

Our positive behaviour policy is primarily about developing an ethos rather than a set of rules that the children must adhere to. However, clear boundaries and expectations need to be in place and followed so that every child can achieve.

Our policy goes hand in hand with our six learning qualities which are: respect, cooperation, resilience, tolerance, open-mindedness and reflection. The children learn and are taught what these qualities are and how to develop these skills.

It is our belief that the majority of our children will be able to follow the rewards and sanctions of our policy. However, for children who have complex emotional and behavioural needs, a more personalised approach is required and this is outlined later in the policy.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions')

This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary

The headteacher, or in their absence the DHT, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Ensure pupils' safety at all times
 - Give opportunities to develop interpersonal and social skills
 - Offer a curriculum that enables pupils to engage
 - Give opportunities to work collaboratively and develop thinking skills
 - Make sure that pupils listen and are listened to and value others
 - Talk to children about possible reasons for behaviour and help pupils to gain the ability to make good choices about their behaviour
 - Help pupils to be confident about their learning and enjoy it
 - Help pupils understand their rights and responsibilities as citizens in our society.
 - Be a positive role model
 - Be consistent and fair
 - Model the school's ethos through the 6 learning qualities decided by the school community
 - Reward/praise positive behaviour
 - Use the behaviour log, , update ABCC forms for individuals and pass on concerns to the SLT when necessary,
 - Ensure the pupils in their class know the school expectations for the classroom, moving around school and lunchtimes. Children will be taught what these expectations are and what they look like.
 - Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents,
 - Work alongside the SENCo & SLT, and outside agencies as appropriate, to discuss concerns about behaviour
- Pupils will follow the clear expectations listed below which are underpinned by our 6 learning qualities

Expectations in the classroom/lessons:

- Be ready to learn within 2 minutes
- When instructed to listen, put down equipment, be still and stop talking
- Give eye contact to the speaker
- One person speaking at a time
- Think how you can help yourself before asking for help
- Everyone on task
- Put things in the correct places

Expectations when changing for PE:

- Change in silence within a set time limit of 3 minutes
- Leave uniform folded on chair
- Footwear to be worn in case of Fire

Expectations when moving around the school, at the end of lunch and playtime:

- When bell rings walk, line up and stop talking
- Walk quietly on the left in corridors and on the stairs
- Hold doors open for others
- Use good manners

Expectations on the playground:

- Keep hands and feet to yourself
- Keep each other safe
- Respect each other's personal space
- Invite other children to play your games
- Look after playtime equipment
- Talk to an adult if upset or worried
- Stay on the playground where you can be seen

Children will be shown what these expectations 'look like' and where necessary, individual/groups of children will be supported with developing these skills.

These expectations will be shared with children and parents and will be displayed in classrooms, dining hall and by the back doors into the playground. They will be constantly referred to in class and assemblies.

We ask for support from parents, carers and families to:

- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Promote positive behaviour at home in order to have continuity between home/school
- Support their children's learning with homework and ensuring they have equipment such as PE kits in school
- Support the school when reasonable sanctions have been used
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- *The school keeps records of incidents of misbehaviour on CPOMs (secure cloud based system).*

Lunchtimes and breaktimes

The same rewards and sanctions will take place during playtimes and lunchtimes. Stage 1 sanctions during playtime and lunchtime will be dealt with by the adults on duty. Stage 2 sanctions will also be dealt with by the adult on duty and a pupil will stand by the wall in the playground for part of their playtime as deemed appropriate. If it is necessary they may lose the remainder of their playtime. Class teachers are to be informed.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

APPENDIX I - Rewards and Sanctions

Rewards:

- To reinforce good work/learning, behaviour and attitude we use:-
- Verbal praise
- Stickers in books and on jumpers
- Weekly merit certificate given out during school assembly
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject co-ordinator to show their work.
- Photocopy of work sent home or phone call to parents to share good events
- Behaviour track where children collect tokens in exchange for a prize.
- Whole class reward systems such as marbles in the jar to earn 10 minutes extra play – each class teacher to have their own reward system visible with the reward they are working towards.

Reviewed by staff September 2018

Reviewed by Governors: January 2017

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APPENDIX 1

Sanctions

Most children will follow the sanctions outlined below. However, children with more complex needs will have a more personalised approach.

Stage	Examples of Behaviour	Possible Sanctions	Next Steps for Staff
Stage 1	Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Leaving class without permission Being in the wrong place at the wrong time. (e.g. In classroom during playtime) Silly noises Pushing in line <i>Rough play at playtime/lunchtime</i>	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Move to a warning on the behaviour track. <i>Asked to stop playing roughly at playtime</i>	Think about what might have triggered the behaviour. Can something be put in place to avoid it in future? Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving. <i>For playtime incidents, if felt necessary, report to class teacher.</i>
Stage 2	Persistent stage 1 behaviour Rudeness Disrupting the class affecting other pupil's learning Inappropriate remark to otherpupils Minor challenge to authority Damaging school's/pupil's property Harmful/offensive name calling <i>Continuous rough play at playtime/lunchtime</i> <i>Playing unkindly at playtime/lunchtime</i>	Move back on the behaviour track. Miss playtime/lunchtime play either with class teacher Child may be sent to the Phase Leader <i>Miss playtime – stand by the wall for given amount of time</i>	Discuss which of the 6 qualities they are not meeting through their behaviour. Complete an ABCC form and keep in inclusion file. Include strategy used and impact. <i>Report playtime incidents to class teacher.</i>
Stage 3	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children Disrupting the class affecting other pupil's learning in a threatening manner	Sent to the Headteacher or member of the SLT Telephone call to inform parents Loss of playtimes/lunchtimes. At the discretion of the HT and severity of incident, internal exclusion.	ABCC form to be reviewed. Review strategies used and impact. May write an IBP with the teacher and child. May do an individual Thrive profile or Boxal. May get an external agency such as PBS involved. Complete a risk assessment if needed.
Stage 4	Persistent stage 3 behaviour Bullying Fighting/Violence Physical abuse to any member of staff/adult Racism Very serious challenge to authority Persistent verbal abuse to a member of staff Leaving school without permission Significant damage to school building or property.	Headteacher informed Meeting with parents At the discretion of the HT and severity of incident, fixed period internal exclusion or external exclusion for fixed period. (Seek advice from exclusions)	ABCC form to be reviewed. Review strategies used and impact. IBP to be amended as necessary. IBP to be reviewed at least once every 6 weeks. Contact external agencies involved. Review risk assessment or put one in place.

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Stage 5	Persistent stage 4 behaviour	Governor disciplinary subcommittee convened. Permanent exclusion from school	
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All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.